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The 1965-66 activities of the South Florida School Desegregation Consulting Center are summarized under nine categories: advisory council activities, area-wide conferences, "drive-in" conferences (one- or two-day workshops for elementary and secondary school personnel), year-long workshops, speeches and formal programs, field work (one-to-one or small-group interviews or meetings), the work of outside consultants, and research and publications. Specific details about the year's activities are presented in the advisory council's monthly reports and resumes. (EF)

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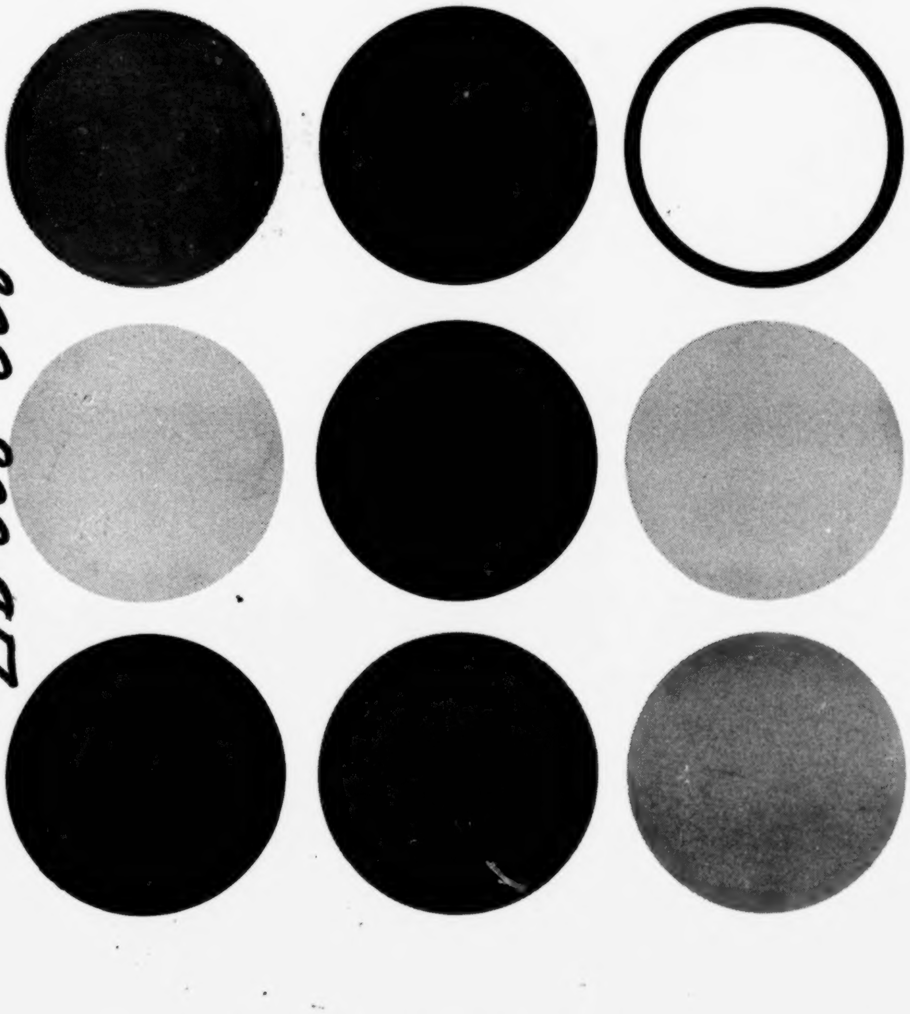
ANNUAL REPORT

edited

Harry O. Hall, Ed.D

Materials and Research Branch
Equal Educational Opportunities Program
Office of Education



south florida school desegregation consulting center university of miami

coral gables, florida

August 1, 1965 to
June 30, 1966

UD 008 008

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SOUTH FLORIDA SCHOOL DESEGREGATION CONSULTING CENTER

EQUAL EDUCATIONAL OPPORTUNITIES
PROGRAM COLLECTION

ED 008 008

ANNUAL REPORT

Covering the Period from August 1, 1965 to June 30, 1966

Prepared by:
DR. HARRY O. HALL
Director

The Project Reported Herein Was Supported by a Grant from the:

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

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PREFACE

It is a difficult, if not impossible task to catch the essence of a dynamic year such as the one reported herein. No attempt is made to describe the fever and unrest which were prevalent among school personnel when the 1965 school year started. What was reported was the many and various ways the Center made its services known and available to twenty-three counties in South Florida.

To those readers who wish a quick activities summary, a statistical table appears on page 23 . More specific details about the year's activities may be found in the appendix under Advisory Committee Meeting Resume and Monthly Reports. Highlights of special activities are reported in the main body of the report under nine categories: Advisory Council, Area-Wide Conferences, Drive-In Conferences, Workshops, Speeches and Formal Programs, Fieldwork, Outside Consultants, Research and Publications, and Summary and Recommendations.

Although many people contributed to the Consulting Center activities, particular recognition should be of Dr. Arnold Cheyney, for his outstanding contributions as a consultant; Dr. Stepehen M. Corey, whose ideas were virtually a part of every program; and to Mr. Mark Adams, full-time consultant, for his tireless work and dedication to the program.

The Director of the Consulting Center saw relationships with the twenty-three counties grow from one of quiet reserve — sometimes mistrust — to personal friendship with superintendents, board members, staff members, principals, teachers and non-instructional personnel. The entire Consulting Center staff is pleased and proud of this.

If any modest success can be claimed for the South Florida School Desegregation Consulting Center, it must be attributed to the guidance of the Advisory Council and the outstanding professional educators in South Florida who accepted the challenge of school desegregation and made it work.

Harry O. Hall
Director

I. ADVISORY COUNCIL

An advisory council was established according to the stipulations of the proposal. It was composed of representatives of the University of Miami, Consulting Center staff, and educators from the twenty-three counties in the area served by the Center. A broad spectrum of educational occupations were selected which included superintendents, principals, supervisors and specialists from various school systems, and administrators from both higher education and the Florida Department of Education.

During the year the advisory council held five sessions to plan for the involvement of educational and community leaders in a series of conferences and programs to be conducted by the staff throughout the year. The council reflected concerns and problems perceived by school personnel, boards of education and citizens. Programs and conferences were suggested as well as participants to be included. The advisory council discussed many topics relative to desegregation such as avoidance of violence, anticipation of increased student desegregation, staff desegregation and problems of curriculum, motivation and achievement.

In addition to apprising the staff of the shift from avoidance of racial strife toward problems of education emphasized by the mixing of large numbers of students with varying backgrounds; needs and abilities, the council made two major recommendations which altered the course of activities sponsored by the Consulting Center. These were:

A. To change work conferences from proposed large campus conferences to a drive-in format in various geographic locations. It was felt that conference effectiveness would be enhanced by working more in local surroundings.

B. To collect, prepare, and disseminate information through the publication of a newsletter. This was suggested to keep each county apprised of progress and problems in desegregation in other South Florida counties.

Although meeting resumes are in Appendix A, the following are brief summaries of action taken at the five meetings of the advisory council:

August 13. The discussion centered around purpose, objectives, use of funds and jurisdiction of the Consulting Center and other similar programs in the state. Problems identified at a seminar for superintendents were presented by the director. Social problems, in-service programs, freedom-of-choice plans, public relations, guidance institutes, and dissemination of information were included. A recommendation was made to shift emphasis from bringing participants to the University to more direct work in the counties.

September 25. Design and plans for elementary and secondary drive-in conferences were made. The competency and attitudes of Negro teachers were considered. Campus conferences for superintendents and for curriculum personnel were given consideration.

November 15. Discussion was held on future desegregation guidelines. Plans were made for a conference to present 1966 guidelines to superintendents, board members and school attorneys. A newsletter to be published and distributed by the Center was recommended. First reports on the elementary and secondary drive-in conferences were received.

March 22. Staff progress reports were heard. The Broward teacher exchange program, budget revision and plans for the superintendents' conference were discussed. Future Consulting Center activities were considered.

April 20. Many reports on activities of the center were given by staff and advisory council members. Ideas for conferences on staff desegregation were presented and the design and plans for a curriculum conference were discussed.

ADVISORY COUNCIL FOR THE SOUTH FLORIDA SCHOOL DESEGREGATION CONSULTING CENTER

Dr. Hugh Adams, Superintendent	Charlotte County Schools Punta Gorda, Florida 33950
Dr. John R. Beery, Dean	School of Education University of Miami Coral Gables, Florida 33124
Me. Geoffrey Birt, Director Publications, Research & Information	Palm Beach County Schools West Palm Beach, Florida 33401
Mr. J. Hartley Blackburn, Superintendent	Manatee County Schools Bradenton, Florida 33505
Dr. Leonard Britton, District Superintendent - North Central	Dade County Schools Miami Springs, Florida 33166
Mr. Ben Bryan, Superintendent	St. Lucie County Schools Fort Pierce, Florida 33450
Dr. James T. Campbell, Director Division of Administration	State Department of Education Tallahassee, Florida 32304
Dr. S.M. Corey, Professor	School of Education University of Miami Coral Gables, Florida 33124
Mr. Carl Hornsby, Superintendent	Hendry County Schools LaBelle, Florida 33935
Dr. Harry F. McComb, Assistant Superintendent for Instruction	Broward County Schools Flort Lauderdale, Florida 33302
Mr. Louis McCoy, Principal	Perkins Elementary School St. Petersburg, Florida 33733
Dr. Gilbert L. Porter, Special Administrative Assistant to the Deputy Superintendent	Dade County Schools Miami, Florida 33132
Dr. Wilson F. Wetzler, Vice President	Manatee Junior College Bradenton, Florida 33505

Dr. Herbert W. Wey,
Associate Dean

School of Education
University of Miami
Coral Gables, Florida 33124

II. AREA - WIDE CONFERENCES

Three area-wide conferences were sponsored by the center during the year as follows:

A. An area-wide orientation seminar was held in July at the University of Miami to announce the establishment and discuss the services that were to be provided by the Consulting Center and to survey the school desegregation problems participants expected to encounter during the year. This information served as a planning guide for center activities during the year.

Participants: 25 educational leaders representing 16 Central and South Florida counties

Speakers:
Dr. W. Stanley Kruger
Dr. Stephen Corey

Examples and Problems identified by participants:

1. Communicating with Federal Government
2. Public Relations
3. Assimilation of the Negro teacher into the previously all white school or vice versa
4. Bus transportation
5. Resegregation by citizens after areas have been desegregated
6. Minority vocal opposition
7. The Negro student achievement level
8. Preparing rural communities to accept school desegregation
9. Selection of teachers to integrate staffs

B. The center sponsored an Institute for Florida superintendents board members and attorneys on March 2nd and 3rd at the University of Miami to discuss and clarify the 1966 U.S.O.E. school desegregation guidelines.

Objectives of the Institute:

1. Develop ways for responding to different pressure groups on school desegregation
2. To increase ability to accept responsibility as educational leaders in school desegregation
3. To start planning actions at the county level in reference to the guidelines
4. To generate some legal and ethical commitment to integration

Participants: 116 representing all 23 counties served by the center and 17 additional counties in Florida

Principal Speakers:

Floyd Christian
Subject - "Progress, Problems and Objectives of Florida in School Desegregation"

Jack Gordon
Subject - "Pressure Groups"

W. Stanley Kruger
Subject - "1966 U.S.O.E. Guidelines for Desegregation"

C. The South Florida Conference on Curriculum Innovations for Desegregated Schools sponsored by the South Florida School Desegregation Consulting Center was held June 1-3, 1966. Curriculum leaders from the

23 county area served by the center were invited to hear outstanding educators speak on practical curriculum innovations for desegregated schools.

Participants: 56 curriculum leaders representing 13 central and south Florida counties

Principal Speakers:

Stephen M. Corey and Associates
Subject - "Improving Productivity of Small Groups Working on Curriculum Problems"

Donald G. Hayes
Subject - "Successful School Practices for Underachievers"

Robert Scanlon
Subject - "Individually Prescribed Instruction"

Charlotte K. Brooks
Subject - "Communication Problems for the Secondary School Learner"

Morton Shaevitz
Subject - "Utilization of Teacher Aids"

Bruce Waizenhofer
Subject - "Guidance in Disadvantaged Schools"

B. Frank Brown
Subject - "Non-Graded High School"

Jack Frymier
Subject - "The Teacher is the Key"

Gordon P. Liddle
Subject - "Parental Involvement in School Activities"

W. Gene Watson
Subject - "Experimental Program for School Motivation"

Doxey Wilkerson
Subject - "Inservice Education for School Integration"

A conference summary containing the major presentations and proceedings was published.

III. DRIVE-IN CONFERENCES

As recommended by the Advisory Council, a series of drive-in conferences on various subjects were held during the year. Drive-ins were one or two day workshops for professional school personnel at the secondary and elementary levels. Participants were staff members of either one large county or several smaller but contiguous ones.

Objectives of the secondary and elementary conferences were to provide opportunities for: discussion of school desegregation, identification of problems perceived by participants; development of action plans to eliminate anticipated roadblocks to effective and smooth desegregation; and working and social interactions for both Negro and white teachers.

Approximately 2400 participants attended over 30 conferences. Staff members and outside consultants were used in many ways to prepare, present and evaluate the programs in these conferences.

Nine Secondary School Drive-In Conferences were attended by over 900 teachers, principals, county staff workers and members of local school boards. Two spring follow-up conferences were held to evaluate the past conferences, to report local school desegregation progress, and to suggest ideas the Consulting Center could use for assistance during 1966-67.

An evaluation of the problems identified by secondary personnel gave supporting evidence to the theory that school desegregation normally proceeds in a sequential pattern and the trend depended on the amount of interracial experience reported. Those who had a relatively small amount of interracial experience tended to be concerned about socially oriented problems, while those more extensively involved were concerned more about curriculum matters.

Six Elementary School Drive-In Conferences were conducted for over 600 teachers and principals. In addition 201 participants were involved in six spring follow-up conferences. Papers which were outlines of desegregation projects previously developed during the fall conferences were presented by the participants at the follow-ups.

A Special Advisory Conference was held in Sebring during the early fall for selected school leaders. A grass roots evaluation of local school needs was conducted. The participants communicated two fundamental needs: first, a need to develop an inter-county communications technique, and second, a need to get school boards better informed about the problems of school desegregation. As a result of this conference, a newsletter was developed and sent to county personnel and school board members who were in the area served by the Consulting Center. Conferences, personal contacts and special programs were also developed for board members.

Two One-Day Workshops on Staff Desegregation and the 1966 Desegregation Guidelines were held for superintendents and their staffs. In all there were 46 participants. One conference was held in Bradenton for eight west coast counties and the other was held in Fort Pierce with six counties represented. Plans, alternatives and techniques for staff desegregation were discussed.

A Series of Four Separate Drive-In Conferences were held for secondary faculty and staff personnel in Polk County. Over 600 participants attended the series. Plans for desegregation were outlined, problems were discussed and panels of teachers and administrators from previously desegregated schools were heard.

Collier County held a series of elementary and secondary conferences on school desegregation. In this instance, the Consulting Center helped plan the program and furnished consultants and speakers for five meetings. It was estimated that nearly 450 teachers, staff members and administrators attended these conferences.

I V. WORKSHOPS

Four major workshops were planned, conducted and financed for personnel from Broward, Dade and Pinellas Counties.

The Dade-Broward Multi-Cultural Workshop was a year long study of approximately 70 teachers from Dade and Broward Counties meeting five Saturdays during the school year. Participants investigated problems and developed projects to help with problems occasioned by school desegregation. Teams of participants wrote proposals for their individual schools which were implemented through the school year. A final evaluation and follow-up conference was held and participant teams submitted written summaries of their projects.

A Teacher Exchange Program was Provided for sixteen Negro and sixteen white teachers from seventeen elementary schools in Broward County. Participating schools were selected from those whose principals indicated an interest in the program. In each of the predominantly Negro schools teachers were asked to volunteer to exchange classrooms with teachers in predominantly white schools for a period of one week. From these volunteers, principals selected two teachers from each faculty. Principals of predominantly white schools then selected teachers of comparable grade levels from their staffs. Reciprocal classroom visitations and meetings held by exchange teachers prior to actual exchange. An evaluation meeting followed the exchange. A workshop summary and evaluation may be found in the appendix.

A One Day Workshop for Teachers of Home Economics in Broward County was held. Home Economics supervisors from other counties also attended. Problems perceived by invited participants were identified by a pre-workshop questionnaire and the consultants designed the workshop format around the various educational, social and psychological problems expected by the teachers. The questionnaire also revealed the majority of the white teachers had experience in desegregated situations but no Negro teachers had any interracial classroom experience.

The Pinellas County School Team Workshop was a human relations conference designed to bring together the faculties of schools to be involved in school teaming projects this fall. All-Negro and predominantly white schools were for joint faculty meetings and curriculum studies during the 1966-67 school year. Other activities such as PTA, curriculum, planning certain administrative functions, and community activities were also correlated.

V. SPEECHES AND FORMAL PROGRAMS

Besides presentations in Consulting Center sponsored programs, staff members were invited to give talks, reports and other formal presentations to a variety of groups and organizations. Schools and related organizations, community groups and professional educational origanizations were among those involved. Among presentations of this type were the following:

A. Consulting Center Director

1. Hillsborough Non-Instructional Personnel
   Topic: School Desegregation

2. Hardee Non-Instructional Personnel
   Topic: School Desegregation

3. Spring Hill College Institute
   Topic: School Desegregation in Florida

4. Birmingham Institute on Desegregation
   Topic: Progress of School Desegregation in Florida

5. University of Florida Institute
   Topic: Problems in Staff Desegregation

6. Westward Junior High (Palm Beach)
   Topic: Desegregation in Palm Beach County

7. Hillsborough Administrative Personnel
   Topic: 1966 School Desegregation Guidelines

8. Community TV (WEDV - Tampa)
   Topic: Civil Rights and School Desegregation

9. Collier County School Personnel
   Topic: School's Role in Desegregation

10. FEA - F STA Conference (Orlando)
    Topic: Why Desegregate School Staffs?

11. Florida "Education for All" Conference
    Topic: General Consultant to working groups on
    curriculum for disadvantaged students.

12. Florida Conference on Teacher Education for Improved Intergroup Relations
    Topic: Observations on Florida School Desegregation

13. Manatee Board of Public Instruction
    Topic: 1966 School Desegregation Guidelines

14. Lincoln Junior High (Palm Beach)
    Topic: 1966 School Desegregation Guidelines

15. Shenandoah Junior High (Dade)
    Topic: Staff Desegregation

16. Ponce de Leon Junior High (Dade)
    Topic: Staff Desegregation

17. South Central District (Dade)
    Topic: Implications of Civil Rights Act of 1964
    for Staff Desegregation

18. Rudy Memorial Methodist Church (Dade)
    Topic: School Desegregation

B. Full-time Consultants

1. St. Lucie Professional School Personnel
   Topic: Desegregation What-When-How

2. Lee County Council on Human Relations
   Topic: School Desegregation and Human Relations

3. FEA - FSTA Drive-In Conference
   Topic: School Faculty Desegregation

4. Baker Academy PTA (Sarasota)
   Topic: Preparing Children for School Desegregation

5. William Raines School (Leon)
   Topic: School Desegregation

6. FEA Delegate Assembly
   Topic: Desegregation of Faculties

7. Spring Hill College Institute
   Topic: School Desegregation in Florida

8. Pine Shores Presbyterian Church (Sarasota)
   Topic: School Desegregation

9. Birmingham Institute on Desegregation
   Topic: Methodology of Desegregation

10. Key Colony Kiwanis Club (Monroe)
    Topic: Whys and Wherefores of School Desegregation

11. Broward County Teacher Exchange
    Topic: Staff Desegregation

12. University of Florida Institute
    Topic: 1966 School Desegregation Guidelines

13. Florida State University Institute
    Topic: 1966 School Desegregation Guidelines

14. Grace Jones PTA (Monroe)
    Topic: Desegregation In Education

15. Stetson Administrative Institute
    Topic: Stereotypes Among the Races

16. Booker Junior High School (Sarasota)
    Topic: School Desegregation

17. Brookside Junior High School Faculty (Sarasota)
    Topic: School Desegregation

C. Part-time Consultants

1. Northwest Branch YMCA (Broward)
   Topic: Negro History

2. Lincoln Park Academy (St. Lucie)
   Topic: African Art

3. Dillard High School (Broward)
   Topic: African Art

4. Miami Springs Senior High (Dade)
   Topic: Negro History and the Civil Rights Movement

5. Christian Reformed Church
   Topic: Human Relations

6. Collins Elementary School (Broward)
   Topic: Social Studies Related to Negro History

7. Human Relations Council (Lee)
   Topic: General Consultant on Desegregation

8. Lincoln Junior High School PTA
   Topic: 1966 School Desegregation Guidelines

9. Glades County Teachers
   Topic: Language Arts and Art Education for Disadvantaged Children

10. Secondary School Conference (Polk)
    Topic: Problems of School Desegregation

In addition to formal presentations, Consulting Center staff members attended several regional and state conferences. These proved to be valuable information sources and helped the staff keep apprised of desegregation problems throughout the country.

1. Technical Assistance Program, Florida State Department of Education
   Topic: Coordinating activities in Florida school desegregation

2. Regional Educational Laboratory
   Topic: Proposal under Elementary and Secondary Education Act to sponsor research for Georgia, Alabama and Florida

3. Dillars Conference
   Topic: A meeting for all program directors under auspices of Equal Educational Opportunities Program

4. Educational Facilities Laboratory
   Topic: Conference on new building and techniques and space utilization

5. Association for Supervision and Curriculum Development
   Topic: Annual convention

6. Education for All Conference
   Topic: Education for disadvantaged children

7. Teacher Education Advisory Council
   Topic: Teacher education for desegregated schools

8. Stetson University Institute
   Topic: Staff desegregation

9. Florida School Board Association and F.E.A. Department of County Superintendents
   Topic: Joint general meeting

10. Florida Education Association
    Topic: Board of Directors meeting

11. Florida Education Association
    Topic: Professional negotiation

12. National Education Association Regional Conference
    Topic: Staff desegregation

13. Governor's Conference on Education
    Topic: Education in Florida

14. Sarasota County Teachers Association
    Topic: Merging professional groups

VI. FIELD WORK

Field work pertained to any work done by the Consulting Center staff in the local situation on a one-to-one or small group basis. Faculty meetings, staff sessions, student interviews and classroom visitations were typical examples.

The staff field work increased when local communities became acquainted with the services available. At the close of the year the full-time consultants spent as much as 75 per cent of the working month in field work. By the year's end, the staff had travelled over 55,000 miles in meeting the many and various service requests.

In an attempt to build good relationships with the several counties, each was visited twice during the early fall. Background data were gathered on each school system regarding historical setting, socio-economic level, community attitude toward desegregation and so forth. The Consulting Center staff did not limit its activities to the school. For example, at the request of a county superintendent, a fighting and shooting incident was investigated which had racial overtones. The staff worked with law enforcement officials, students, school personnel and community leaders in resolving the problem.

Extensive field work was done with all school systems served by the Center on problems of compliance and the implementation of plans for the eventual elimination of dual school systems. In addition, grant proposals were written and edited, biracial committees on education were organized and staff desegregation plans were initiated.

The personal contact that the field work services provided were undoubtedly among the most effective functions of the Consulting Center. By becoming acquainted with the various school personnel, unique problems and the communities they served, the staff of the South Florida School Desegregation Consulting Center were welcomed into the schools as reliable sources of information and aides in solving the many problems occasioned by desegregation.

ACTIVITIES SUMMARY 1965-66

South Florida School Desegregation Consulting Center

	CONFERENCES		DRIVE-IN		AREA-WIDE			CONSULTANTS	
County	Elementary	Secondary	Elementary Follow-up	Secondary Follow-up	Superintendent	Curriculum	Workshops	Staff	Other
Brevard					1	3		3	
Broward	74	63	24	8	2	7	132	30	
Charlotte	13	6	6	2		2		5	2
Collier	24		5		2	1		5	3
Dade	65		19		1	9	400	14	
							62	14	
DeSoto	3	5	3	3				9	2
Glades	6	2		2				13	2
Hardee	15	10	6	3	1			5	3
Hendry	7		3		2		29	7	2
Highlands		4		2	3			6	3
Hillsborough					1			6	
Indian River	23	5	6	2	1	4		7	3
Lee	38	19	15	4	1			12	3
Manatee	40	14	19	6	1	3		17	5
Martin	23	4	2	2	2	1		9	3
Monroe	26	13	12	4	2	3		13	
Okeechobee	4	1		1	1			9	3
Osceola								5	3
Palm Beach						6		13	
Pinellas		59	8	11		4	130	9	
Polk	108	622	48			4		13	
St. Lucie	26	11	10	4	1	1		18	5
Sarasota	24	18	15	6	1	3		14	4
Totals	519	856	201	60	23	51	753	256	46

Total Participants: 2463

VII. OUTSIDE CONSULTANTS

A great array of consultants other than the Consulting Center staff members were used for many different objectives. Some were used in programs, some for specific tasks in school systems while others were used as staff advisors. No attempt was made to evaluate the various consultants, but it should be added that only in rare instances were any unsatisfactory in fulfilling their tasks.

One special note should be added concerning the outside consultants. In general, it was found that the most effective consultants in matters concerning desegregation were personnel from nearby communities who had previous desegregation experiences. In other words, a group of elementary teachers much preferred to hear a fellow teacher describe first hand experiences rather than to have a speaker or recognized authority describe his views. Nearly 100 teachers, principals and other school specialists were used in this capacity. However, these names are not included in this listing.

Consultants

Dorothy K. Arthur, Retired Counselor, Higher Horizons Project, New York City.
Worked with two junior high schools in describing successful guidance practices in Higher Horizons.

John Bahner, Assistant Superintendent, Dade County Public Schools.
Was a consultant for several elementary drive-in conferences on the topic of nongraded elementary school practices.

Joseph E. Barton, Assistant Professor of Education, University of Miami.
Coordinated the Dade-Broward multicultural workshop and assisted in proposal writing. He was also used as a guidance specialist for newly desegregated schools.

Charlotte K. Brooks, Supervisor of English, Washington, D.C. Public Schools.
A principal speaker at the curriculum innovations conference. Spoke on language development at the high school level.

B. Frank Brown, Principal, Melbourne High School, Brevard County Public Schools.
A principal speaker at the curriculum innovations conference. Spoke about the nongraded senior high school.

William R. Carmack, Past President, Southwestern Human Relations Council.
A human relations consultant at the Dade-Broward multicultural workshop. He spoke on the importance of communications in human relations.

Richard L. Carner, Associate Professor of Education, University of Miami.
Helped St. Lucie County develop a new reading program and inservice training for teachers.

Arnold B. Cheyney, Assistant Professor of Education, University of Miami.
Was used extensively throughout the year as a consultant for problems in teaching disadvantaged students. Some of his assignments were as follows:

a. Language arts consultant for several schools
b. Speaker and coordinator of a project on student teaching in disadvantaged schools
c. Consultant in seven elementary school drive-in conferences
d. Worked on curriculum planning with teachers in Broward County teacher exchange program
e. Consultant and speaker in several schools on disadvantaged students.

Floyd Christian, Superintendent of Public Instruction, State of Florida.
Spoke at the superintendents and school board members conference on Florida's position in school desegregation. He also participated in a panel discussion concerning the 1966 Guidelines.

Stephen M. Corey, Professor of Education, University of Miami.
Was the principal consultant to the Consulting Center staff for programs and other matters. Some of these were:

- a. Member of Advisory Council
- b. A principal speaker at the Dade-Broward multicultural workshop. He helped the participants identify projects and later to evaluate their progress.
- c. Provided a training session on working with small groups at the curriculum innovations conference.
- d. Summarized summer conference proceedings held for superintendents of schools.
- e. Helped develop the programs for all major conferences.
- f. Consultant for Pinellas County Public Schools on school desegregation procedures.

John Dobbin, Project Director, Educational Testing Service.
Was the principal speaker at five elementary school drive-in conferences. He spoke on a variety of topics about the growth and development of children. He also spoke on intellectual development at the program for student teaching in disadvantaged schools.

Albert S. Foley, Professor of Sociology, Spring Hill College
Participated in secondary drive-in conferences and spoke on human relations in desegregated schools.

Jack Frymier, Professor of Education, The Ohio State University.
Was a major speaker at the curriculum innovations conference, speaking on the role of the teacher in bringing change to the classroom.

Carolyn Garwood, Assistant Professor of Education, University of Miami.
Was a consultant in guidance at the Dade-Broward multicultural workshop as well as several other programs.

Ira J. Gordon, Professor of Education, University of Florida.
Speaker and consultant for Pinellas County team school conference.

Jack Gordon, Member, Board of Public Instruction, Dade County Public Schools.
Spoke on pressure groups at superintendents and school board members conference.

Fain A. Guthrie, Professor of Guidance and Counseling, University of Alabama.
Was a principal speaker at both the Broward teacher exchange and the Dade-Broward multicultural workshop. His topics dealt with self-concept as it related to school performance. Particular emphasis was placed on the effects of segregation.

Donald G. Hayes, Principal, North Carolina Advancement School.
Was a major speaker at the Curriculum innovations conference. Spoke about new methods and materials used at NCAS.

Robert E. Hendricks, Associate Professor of Elementary Education, University of Miami.
Worked as a general consultant for school faculties on problems of desegregation as well as in the special area of elementary school science. He also conducted two elementary school drive-in conferences.

John Higgins, Assistant Professor of Elementary Education, University of Miami.
Worked extensively with Negro elementary schools in developing social studies curriculum. He also worked with school systems on writing research and technical assistance proposals.

Flemmie P. Kittrell, Professor of Home Economics, Howard University.
Consultant for Broward County home economics workshop. Worked with teachers to develop a home economics curriculum suitable for bi-racial student body.

Stanley Kruger, Equal Educational Opportunities Program USOE.
Was the principal speaker at the superintendents and school board members conference. He was a consultant and speaker on several other occasions in matters relating to desegregation policies and procedures.

Calvin J. Leonard, Director, United Campus Christian Fellowship, University of Miami.
Was a principal speaker at secondary drive-in conferences. His major topic was the moral implications of segregation.

Gordon P. Liddle, IRCOPS, University of Maryland.
Was a principal speaker at the curriculum innovations conference. Spoke on research and practices involving parents from low socioeconomic areas in school activities.

Theona McQueen, Assistant Professor of Elementary Education, University of Miami.
Program coordinator for follow-up of elementary school drive-in conferences.

Robert Meyers, Professor of Education, University of Florida.
Was discussion leader and reporter at two conferences. He specializes in working with small groups and group dynamics.

George J. Mouly, Professor of Education, University of Miami.
Was a consultant in a predominantly Negro school where he assisted the faculty in improving their evaluation procedures.

Gertrude Noar, Director of Education, Anti - Defamation League, B'nai - B'rith.
Directed and spoke at one meeting of the Dade-Broward multicultural workshop. Her topic was developing good human relations in the classroom.

Ida Ratcliffe, District Director of Secondary Education, Dade County Public Schools.
Was frequently a consultant in a variety of programs. She had extensive experience in desegregated situations as a teacher, principal and supervisor.

William B. Royster, Coordinator of Guidance Services, South Carolina State Department of Education.
Was the principal speaker at an elementary school drive-in conference. Spoke on elementary school guidance.

Robert G. Scanlon, Principal, Oakleaf Elementary School, Pittsburg.
Was a principal speaker at the curriculum innovations conference. He spoke about an experimental project in individually prescribed instruction.

Herbert L. Seamans, Professor of Human Relations, University of Miami.
Participated in Project Gain where he worked with the participants in developing role-playing skills.

Morton Shaevitz, Professor of Psychology, University of Michigan.
Was a principal speaker at the curriculum innovations conference. He spoke on the utilization of teacher aides.

Charles U. Smith, Professor of Sociology, Florida A. and M. University.
Spoke on the problem of staff desegregation in higher education at a state level conference of Florida higher education administrators.

Michael J. Stolee, Associate Professor of Education, University of Miami.
Worked as a consultant with several counties on desegregation problems. He also helped coordinate and evaluate the curriculum innovations conference.

Otto Stradley, Principal, Dade County Public Schools.
Was a consultant in several programs. He was particularly helpful in working with principals who were preparing for desegregation.

Jerre Vandagriff, Principal, Sarasota Public Schools.
Worked with two school systems on problems of nongrading elementary school programs.

Bruce Waizenhofer, District Guidance Director, Dade County Public Schools.
Discussed some different roles for guidance counselors in disadvantaged areas at the curriculum innovations conference.

W. Gene Watson, Director of Special Programs, Oak Ridge Public Schools.
Was a principal speaker at the curriculum innovations conference. He spoke on common practices used for school motivation in disadvantaged areas.

Herbert W. Wey, Professor of Education, University of Miami.
Was a member of the Advisory Council and also served as a consultant to several school systems. He provided technical assistance with problems in school and staff desegregation, developing desegregation plans and changing curriculum plans.

Russell Wheatley, Assistant Principal, Dade County Public Schools.
Helped two school systems develop training programs for preparing teachers to take the National Teachers Examination.

Emmy Louise Widmer, Associate Professor of Elementary Education, University of Miami.
Conducted a pre-school workshop in kindergarten training for teachers in disadvantaged areas.

Doxey Wilkerson, Professor of Education, Yeshiva University. Was a principal speaker at the curriculum innovations conference. He spoke on in-service training programs for teachers in disadvantaged area.

VIII. RESEARCH AND PUBLICATIONS

Although there was no obligation to conduct research or report findings, activities and experiences on a systematic basis it was done as a service to the South Florida counties. Furthermore, in most of the problems in school desegregation there was little objective evidence available for guidelines in decision making. It was felt that the items herein listed were a natural by-product and were encouraged as Consulting Center activities. The Consulting Center's role in true research was only minor. It could be described as one which encourages objective study in the problems of desegregation. However, the publications played a major role in reporting first-hand desegregation experiences to not only South Florida educators but also to those interested at the state and national levels.

A. Newsletters

The Consultant was developed as a means to establish inter- and intra-school communications with South Florida counties on problems and progress in school desegregation. Feature articles were written about schools which were making outstanding progress and how they were doing it. Others contained recent government regulations and court decisions. One special column was devoted to reports on curriculum resources.

Personnel from within the counties were encouraged to report their activities. A circulation of over 2600 included all county level personnel, board members, school principals, a substantial number of teachers and other interested professional educators throughout the state. Two issues were published during the year, and six more are scheduled to follow.

B. Publications

Some interesting topics were reported in professional education publications. Several articles were published and others are pending.

1. Hall, Harry O., and Dorothea L. Leonard, "Principles of School Desegregation," Florida Education, 43:12, September, 1965.

   The guidelines for successful school desegregation were discussed along with several useful references on each principle. The same article was reprinted in Education Digest (Volume 35, January 1966).

2. Hall, Harry O., and Carl M. Crawford, " Anatomy of a School Desegregation Crisis, " School Boards, 9:14, July, 1966.

   A school board vacillated on some important desegregation policies and elected to build a new school which would be totally segregated.

3. Hall, Harry O., "Teacher Exchange: An Experiment in Staff Desegregation," Southern Education Reports (Pending Publication Date)

   A report of some problems in staff desegregation and one county's attempt to overcome them.

4. Hall, Harry O. and Mark Adams, "Roadblocks to Desegregation," Educational Leadership, 24:67, October, 1966.

A trend in the desegregation problems secondary school personnel reported was noted to follow amount of desegregation prevalent in their schools.

5. Consulting Center activities were reported by staff interviews. The Miami Herald published an article in the Sunday edidition, November 28, 1965. Another similar report was published in the Southern Education Report, March-April, 1966.

C. Research

Although not rigorously done, two research reports on staff desegregation were produced by the Consulting Center staff.

One study was an interview of Negro teachers working in predominantly white schools. The results gave an indication that staff desegregation would work better than most school personnel anticipated. All the teachers interviewed were performing successfully. The most outstanding reason given for their successful adjustment was attributed to positive leadership by the building principal.

A second study was done with an experimental teacher exchange program. A group of Negro and white teachers exchanged classes for a week. The problems anticipated and experienced are reported in the appendix and Broward teacher exchange program evaluation.

D. Doctoral Dessertations

Two graduate students expressed an interest in school desegregation topics. They were encouraged to use part of their work schedule as graduate assistants to do the research under the topic outlined.

Byrd, William, A Survey and Analysis of School Problems Associated with Desegregation of Florida High Schools, (Unpublished Ed.D. dissertation) School of Education, University of Miami, 1966.

Curtis, Byron W., Effects of Desegregation on the Vocational Aspirations of Negro Students, (Unpublished Ed.D. dissertation) School of Education, University of Miami, 1966.

E. Conference Proceedings

The area conference on Curriculum Innovation for Desegregated Schools was especially designed to help curriculum workers in the South Florida improve school practices for low ability students. Eleven consultants, skilled and experienced in curriculum problem areas related to desegregation worked with the participants at a three day conference. A summary paper from each consultant was assembled and bound for general distribution.

IX. SUMMARY AND RECOMMENDATIONS

Great strides were made in the short period of one year establishing with the schools served that the Consulting Center could be a useful agent in matters concerning school desegregation. The approach followed was not direct or forceful, but rather indirect through providing practical and worthwhile programs and conferences along with open friendly consulting services.

Some valuable experiences were gained by the staff. For example, it was generally found that teachers preferred to hear fellow teachers from near-by communities report their experiences with desegregation rather than a specialist report his views. It was also found that even though the counties served were side by side and in the same geographical area, no two had the same problems. Each county was unique. However, probably the most common area of concern was with the school boards. It often appeared that the *professional school personnel could do much more than their respective* boards would sanction. School boards were also the most difficult to reach for programs on desegregation topics.

It should be reported also that even though the Consulting Center staff was well versed on the problems of desegregation and the legal guidelines, there were times and circumstances when the essential details of compliance with the Civil Rights Act of 1964 were not clearly defined and were therefore difficult to follow. Misunderstandings and misinterpretations did occur.

Recommendations

1. Periodic meetings sponsored by the Equal Educational Opportunitites Branch should be held for personnel involved in similar consulting center projects to keep them current and informed on the expectations and interpretations of compliance as well as other matters classified as technical assistance.

2. The personal confidence enjoyed by the South Florida Consulting Center in the school systems it serves provides strong evidence that other centers could operate successfully throughout the South. Any such agency should be encouraged to be service oriented rather than an enforcement agency.

3. Data concerning the progress of school desegregation within a school system should be systematically collected and reported to other counties. Factual reports of this sort would eliminate the need for outside agencies requesting the information because it would be a matter of record. It would also be valuable to keep neighboring counties informed. Very often school personnel do not wish to make moves which are out of line with neighboring counties.

4. More time should be devoted to working with school boards. Consulting Center staff members should attend meetings, have private meetings, and encourage invitations to provide boards with information about desegregation.

5. The newsletter should be continued. Information cited in item three above should be reported and every effort should be made to report favorable developments in school desegregation throughout the area.

6. Conferences should be patterned more to individual counties. Local personnel should be encouraged to develop programs to suit local need.

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APPENDIX A

SOUTH FLORIDA SCHOOL DESEGREGATION CONSULTING CENTER ACTIVITIES

AUGUST 1, 1965 to SEPTEMBER 25, 1965

1. Mark Adams, Consultant, made trips to all counties served by the Consulting Center with the exception of Palm Beach County to advise of Center's activities and aid in requests for assistance. Attached is summary of type of assistance desired.

2. On August 13th the first Advisory Council meeting was held at the University of Miami. (Minutes already forwarded to Dr. Kruger.)

3. On August 18th and 25th Dr. Hall, Director spoke to non-instructional personnel in Hillsborough County (Tampa) and Hardee County (Wauchula).

4. On August 17th Mark Adams spoke to all professional personnel in St. Lucie County (Fort Pierce) on "Desegregation — Where-What-How".

5. On August 23rd Mark Adams spoke to the Lee County Council on Human Relations in Fort Myers.

6. On August 26th Dr. Hall met with other officials from all institutions in Florida who are operating under E.E.O.P. grants in Tallahassee under the auspices of the Technical Assistance Program, State Board of Education.

7. During this period at the request of the editor of the Phi Delta Kappan, Dr. Hall wrote an article entitled, "The Civil Right Act and Compliance in Florida" which was a summary of Florida's activities in school desegregation.

8. Dr. Hall together with Dorothea Leonard, graduate assistant, wrote another article entitled, "Principles of School Desegregation" which was sent to the FEA Journal and appears in the September 1965 issue.

9. The Consulting Center staff has been working with supervisory personnel of the Dade County Board of Public Instruction on plans for a Multi-Racial Workshop. Dr. Carolyn Garwood and Dr. Joseph Barton of the University of Miami School of Education faculty are acting as consultants on this project.

10. Louise Boswell, Consultant, visited Pinellas, Manatee, Hardee, DeSoto, Sarasota, Charlotte, Lee and Glades Counties setting up a series of two-day Elementary Principal-Teacher Conferences on school desegregation problems. These conferences will start in the month of October.

11. Mark Adams, Consultant, worked on plans for a series of two-day Drive-In Conferences on Human Relations for Secondary School Personnel which will begin in October.

Consulting Center Activities

12. Mark Adams, Consultant, and the staff of the Consulting Center prepared a brochure which is being printed which tells about the Speakers Bureau the Consulting Center has available to civic, service and social clubs in the communities as well as to faculty, professional and PTA meetings in the schools. No charge will be made for the service or speaker. The thirty minute talks will be available on request to the Center on the following topics:

    A. Class Structure and Social Mobility

    B. The Negro in American History

    C. The Prejudiced Personality

    D. Race and Intelligence

    E. Self Concept of Negro Youth

    F. Stereotypes

13. The staff has been previewing films to select those suitable for use by the Speakers Bureau and for the Elementary and Secondary Conferences. Also, the Industrial Arts Department of the University of Miami has been commissioned to provide drawings and slides for use by the Speakers Bureau.

14. Audio-Visual equipment has been selected and ordered by the Center for use in the Elementary and Secondary Conferences.

15. On September 21st Dr. Hall conferred with supervisory personnel of Palm Beach County with regard to setting up a workshop in their county.

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CONSULTING CENTER ACTIVITIES FOR MONTH OF OCTOBER, 1965

Staff Activities:

1. Dr. Harry O. Hall, director, contacted outside consultants as speakers for Dade-Broward Multicultural Workshop.

2. Louise Boswell, staff consultant, and Dr. Hall went to Moore Haven at request of Glades County Board of Public Instruction to advise them about submitting proposal to U.S.O.E. They also visited desegregated classrooms in Moore Haven Elementary School and discussed additional desegregation of students and staff with administrative personnel of Glades County.

3. Mark Adams, staff consultant, and Dr. Hall worked with the Glades County Board of Public Instruction to prepare Glades County Self Study Proposal which was submitted to the United States Office of Education.

4. Dr. Hall attended conference for the Regional Education Laboratory in Tallahassee in connection with the Technical Assistance Program, State Board of Education. The Consulting Center also furnished the Technical Assistance Program office information on all programs and conferences sponsored by the Center.

5. The staff of the Consulting Center held several meetings in order to develop an interview questionnaire for Negro teachers in desegregated schools.

6. Dr. Hall attended conference held at Dillard University in New Orleans for U.S.O.E. project directors.

7. Dr. Hall contacted educators in many parts of the country requesting information on "educational innovators" who are conducting programs which could have application for low achievers, Negroes and the like for Curriculum Institute to be held on the University of Miami campus during the summer of 1966.

8. Louise Boswell and Mark Adams visited nineteen counties serviced by the Consulting Center in order to complete plans for Elementary Principal-Teacher Conferences and Secondary Drive-In Conferences. Through these contacts Mrs. Boswell and Mr. Adams were able to further ascertain the current status of school desegregation in these counties through conversation with the superintendent or some member of his staff and also to inform county administrative personnel of the operations of the Consulting Center.

9. Louise Boswell represented the Consulting Center at a meeting of a Pinellas County committee discussing possible research proposals through Title IV of Public Law 88-352.

Graduate Assistants:

1. Information secured from U. S. Senate Library and State Department of Education regarding Elementary and Secondary Education Act of 1965 was evaluated.

2. Assisted staff consultants in planning all conferences held during this time. They also took part in all of the Elementary Principal-Teacher Conferences, Secondary Drive-In Conferences, and Dade-Broward Multicultural Workshop.

3. Prepared report on effective desegregation of staff in Richmond Heights Junior High School.

4. Represented the Consulting Center at an FEA Superintendent's Conference in Gainesville. The subject of this conference was "What Can Be Done and Is Being Done with Federal Funds Available for Education." Some of the points developed in the course of a panel discussion and/or group discussions were:

A. The Elementary and Secondary Education Act of 1965 was designed as a welfare program, and matching funds are not required.

B. Each county will design a program and submit the proposal to the state agency for approval.

C. The Act does not provide for building funds. This was viewed as a critical point in implementing the Act in the larger counties. However, the question was raised whether or not funds would be available for renting facilities under the Act.

5. Served as resource person for an enrichment class at Miami Springs Senior High School and for a social studies seminar at Coral Gables Senior High School.

6. Spoke to group at N. W. Branch of YMCA, Fort Lauderdale, on subject of "Cultural Outlets in South Florida."

Outside Consultants:

1. Dr. Herbert Wey went to Moore Haven to work with the Glades County Board of Public Instruction on behalf of the Consulting Center.

2. Dr. Wey and Dr. George Hackett of the University of Miami faculty worked as consultants with the Palm Beach County Board of Public Instruction in the matter of school plant location in desegregated areas.

Outside Consultants (Continued):

3. Dr. S. M. Corey, Professor of Education, University of Miami, worked with members of the Consulting Center staff in the planning for Secondary Drive-In Conferences, Dade-Broward Multicultural Workshops, and special activities.

4. The following outside consultants participated in the various conferences sponsored by the Consulting Center;

A. William R. Carmack, Administrative Assistant to Senator Fred R. Harris of Oklahoma
B. John E. Dobbin, Project Director, Educational Testing Service
C. Dr. Arnold B. Cheyney, Assistant Professor of Elementary Education, University of Miami
D. Dr. John Bahner, Associate Superintendent for Instruction, Dade County Board of Public Instruction
E. Reverend Calvin Leonard, Director, United Campus Christian Fellowship, University of Miami

Miscellaneous:

1. Reference was made in October issue of the Phi Delta Kappan about article written by Dr. Hall and Dorothea Leonard which appeared in Florida Education.

Conferences:

Secondary Drive-In Conferences held in October

1. October 8-9 - Tampa
For: Pinellas County personnel
Speaker: Reverend Calvin Leonard
Panel: Pinellas County School personnel
Attendance: 67

2. October 15-16 - Sarasota
For: Charlotte, DeSoto, Hardee, Manatee and Sarasota Counties personnel
Speaker: Reverend Calvin Leonard
Panel: Superintendents and administrative personnel from counties represented
Attendance: 54

Conferences (Continued):

3. October 29-30 - Fort Pierce
   For: Highlands, Indian River, Martin, Okeechobee, Osceola*, St. Lucie Counties personnel
   Speaker: Reverend Calvin Leonard
   Panel: Superintendents, board members and administrative personnel from counties represented
   Attendance: 26
   (*no representation from this county)

Elementary Principal-Teacher Conferences held in October

1. October 22-23 - Bradenton
   For: Manatee, Sarasota, Hardee and DeSoto Counties personnel
   Speakers: John E. Dobbin
   Dr. Arnold B. Cheyney
   Dr. John Bahner
   Attendance: 82

2. October 29-30 - Fort Myers
   For: Lee, Charlotte, Hendry, Glades and Collier* Counties personnel
   Speakers: John E. Dobbin
   Dr. Arnold B. Cheyney
   Panel: School principals from Lee, Sarasota and Pinellas Counties
   Attendance: 64
   (*no representation from this county)

Dade-Broward Multicultural Workshop held in October

1. October 23 - University of Miami campus
   Topic: "Effective Communication in Human Relations"
   Speaker: William R. Carmack
   Attendance: 67

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School of Education University of Miami

SOUTH FLORIDA SCHOOL DESEGREGATION CONSULTING CENTER

RESUME OF ACTIVITIES FOR MONTH OF NOVEMBER, 1965

Staff Activities:

1. Dr. Harry O. Hall, director, met with staff, Dr. S. M. Corey and Dr. Herbert Wey to plan conference for superintendents, school board members and school board attorneys which will be held on campus January 27-28.

2. Mark Adams, staff consultant, prepared list of local people in each county served by Consulting Center who might be of assistance to the Center.

3. Louise Boswell, staff consultant, prepared list of names of suggested resource people for curriculum conference to be held in the spring of 1966.

4. Dr. Hall met with Mr. Charles Gadd, principal of Dunbar Elementary in Lee County, and observed industrial arts and home economics programs.

5. Dr. Hall visited Tuttle Elementary in Sarasota and observed this non-graded elementary which uses team teaching extensively.

6. There was a special advisory meeting called for representatives from the twenty-three county area to discuss the 1966 budget and Consulting Center plans. The meeting was held in Sebring in the office of Mr. George Douglass, Superintendent of Highlands County. In addition to Dr. Hall and Mr. Adams of the Center's staff, those in attendance were Mr. Douglass, J. Homer Bible and James F. Smith of Highlands County, Denton L. Cook of Hillsborough County, Charles Gadd of Lee County, Jack Smouse of Martin County, Armando J. Henriques of Monroe County, W. B. Stephens, Superintendent of Osceola County, Roe M. Martin of Polk County, Peter Miller of Sarasota County and Charlie T. Council and Ralph M. Powell of Palm Beach County and Dr. Robert Myers of the University of Florida.

Two major points came out of the meeting. First, it was generally agreed by the group that some form of communication should be set up among the twenty three county area. A newsletter was suggested. Second, it was felt that there was a need to concentrate Center efforts on working with school boards and a conference for school board members was suggested.

7. Dr. Hall and Mr. Adams went to Spring Hill College, Mobile, Alabama, and conducted an entire session of the Human Relations Institute being held there. Copy of the program is attached.

8. The third meeting of the Consulting Center's Advisory Council was held on November 15th. A copy of the minutes is attached.

9. On November 17th Dr. Hall conferred with Mr. Ray Williams, Superintendent of Lee County Schools and other members of his staff to discuss the

feasability of the Consulting Center working with the Lee County Schools in developing an inservice workshop for the fall of 1966. It was agreed that Dr. Hall would work out a county project with Mr. Charles Gadd, principal of Dunbar Elementary, and submit it as a Title IV proposal to the U.S.O.E. This would be developed on a combination of four basic objectives. First, an experimental ungraded school at Dunbar Elementary; second, a teacher exchange program for Negro and white teachers where they will prepare to teach on staffs of opposite races; third, a pre-school workshop to work in the areas of reading language arts, motivation of low achieving pupils and non-graded idea and finally fourth, to include an inservice type project where Lee County teachers can come to visit Dunbar Elementary and observe some of the new techniques that will be tried at that school.

10. Dr. Hall visited the new Dunbar High School in Fort Myers observing classes and the school plant. Dr. Hall suggested to Mr. Primus, the principal, that he should seriously consider going into a language based type curriculum for his students. Mr. Primus discussed the possibility of someone from the Consulting Center staff working with members of Dunbar High School's staff in order to effect this change over in curriculum.

11. Following a suggestion made by the Advisory Council at the November 15th meeting that the staff consultants follow up their conferences with trips to the different counties to work in the schools with their regular staff, Mr. Adams wrote to the superintendents of Okeechobee, Pinellas and Highlands Counties about working in their school systems. Mr. Adams also made arrangements to work in the Monroe County school system the second week in December.

12. Staff members of the Consulting Center attended the Educational Facilities Laboratory held at the Museum of Natural History in Miami.

13. Mrs. Boswell served as consultant to the faculty of the Samoset Elementary School (Manatee County) in providing assistance in developing understandings of the capabilities of the student population in this school, and working toward developing a system of evaluation compatible with achievements which can be reasonably anticipated from such a population.

14. Mrs. Boswell attended conferences related to school desegregation activities at Stetson University.

15. Mrs. Boswell worked with school officials in discussions concerning the development and implementation of local programs being initiated under federal grants (Title IV, Public Law 88-352).

16. Preliminary work was done with Mr. Koski in Printing Arts to develop a Consulting Center medallion for letterhead, newsletter and business cards. The newsletter format was also outlined and costs were estimated for future publication.

Graduate Assistants:

1. Assisted staff consultants in planning and conducting the two Elementary Principal-Teacher Conferences, one Secondary Drive-In Conference and Dade-Broward

Graduate Assistants (Continued):

Multicultural Institute held during November.

2. Interviewed teachers in local schools in connection with research to determine backgrounds and attitudes of Negro teachers working on desegregated staffs in Dade and Monroe Counties. These interviews will be continued through January.

3. Served as resource persons in local high schools studying school desegregation.

4. Assisted Dr. Herbert Wey in preparation of proposal for training junior college teachers.

5. Compiled a summary of newspaper articles on several topics.

6. Reviewed several publications on desegregation in the library.

Outside Consultants:

1. Dr. Robert Myers of the University of Florida attended the Sebring special advisory group meeting as a consultant.

2. Dr. Charles U. Smith of Florida A & M University spoke to public school junior college personnel at conference on higher education at Florida Atlantic University in Boca Raton.

3. Dr. George Mouly, Professor of Education, University of Miami, spoke to faculty of Olsen Jr. High School in Fort Lauderdale.

4. The following outside consultants participated in the various conferences sponsored by the Consulting Center during November:

A. Dr. Fain A. Guthrie, Professor of Counseling and Guidance, University of Alabama
B. John E. Dobbin, Project Director, Educational Testing Service
C. Dr. Arnold B. Cheyney, Assistant Professor of Elementary Education, University of Miami
D. Dr. John Bahner, Associate Superintendent for Instruction, Dade County Schools
E. Dr. W. Stanley Kruger, U. S. Office of Education
F. Dr. Albert S. Foley, Director of Human Relations Institute, Spring Hill College, Mobile, Alabama

Miscellaneous:

1. Pete Mann, Education Editor of the Miami Herald, interviewed staff of the Consulting Center for article which appeared in November 28 issue. Copy of this article is attached.

Miscellaneous (Continued):

2. Dr. Hall compiled information on the Consulting Center and sent it to Dr. Gordon W. Lovejoy, Head of the Department of Sociology, University of Tulsa, at Dr. Lovejoy's request.

Conferences:

Secondary Drive-In Conference held in November

1. November 19-20 - Campus, University of Miami
For: Personnel of Collier, Glades, Hendry, Lee and Monroe Counties
Speaker: Dr. Albert S. Foley
Attendance: 37

Elementary Principal-Teacher Conferences held in November

1. November 5-6 - Fort Lauderdale
For: Broward County personnel
Speakers: John E. Dobbin
Dr. Arnold B. Cheyney
Dr. John Bahner
Attendance: 70

2. November 12-13 - Fort Pierce
For: Personnel of Indian River, St. Lucie, Martin, Osceola, Okeechobee and Highlands Counties
Speakers: John E. Dobbin
Dr. Arnold B. Cheyney
Dr. W. Stanley Kruger
Attendance: 76

Dade-Broward Multicultural Workshop held in November

1. November 20 - University of Miami Campus
Topic: "Self Concept and School Performance" (copy of speech attached)
Speaker: Dr. Fain A. Guthrie
Attendance: 75

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School of Education

University of Miami

SOUTH FLORIDA SCHOOL DESEGREGATION CONSULTING CENTER

RESUME OF ACTIVITIES FOR MONTH OF DECEMBER, 1965

Staff Activities:

1. Dr. Hall attended the Secondary Drive-In Conference held in Fort Lauderdale and also conferred with Dr. Myron L. Ashmore, Superintendent of Broward County, regarding proposed teacher exchange program.

2. Mark Adams, consultant, attended conference of the Departments of Elementary School Principals of Florida held in Fort Lauderdale.

3. Dr. Hall conferred with Polk County school officials and attended Elementary Principal-Teacher Conference for Polk County personnel in Winter Haven.

4. Dr. Hall and Mr. Adams visited Monroe County Board of Public Instruction in Key West. Dr. Hall discussed Title IV schoolboard grant for staff desegregation and curriculum for disadvantaged. Mr. Adams visited elementary and high school classrooms, discussed plant utilization of phased-out school and attendance zones with Assistant Superintendent.

5. Dr. Hall met with Lee County personnel in Fort Myers to discuss a Title IV proposal to be used for Dunbar Elementary School and possibilities for implementing staff desegregation.

6. Mark Adams met with superintendent, assistant superintendent and school architect of Sarasota County to confer about school design and attendance zones. He also met with special education people.

7. Mr. Adams sent materials developed at Secondary Drive-In Conferences to superintendents of Collier, Hendry, Monroe, Glades and Lee Counties.

8. Dr. Hall completed work on the Consulting Center budget for period from June 30, 1966 to January 1, 1967.

9. Louise Boswell, consultant, supplied principals of Polk County elementary schools with bibliographical material in connection with Elementary Principal-Teacher Conference held in that county.

10. Dr. Hall and the staff of the center made further preparations for the Superintendent-School Board Member-School Board Attorney Conference to be held late in January, and letters were sent to each superintendent regarding this conference.

11. Mrs. Boswell made plans for center's newsletter, assigned articles to be written by staff and outside consultants and worked on newsletter's layout with printer.

12. Mrs. Boswell worked with St. Lucie County's director of curriculum in Fort Pierce.

Graduate Assistants:

1. Made further study of faculty desegregation at Richmond Heights Junior High School in Dade County and wrote an additional report which has already been furnished to U.S.O.E.

2. All graduate assistants worked with staff consultants in planning and conducting one Dade-Broward Multicultural Workshop, one Elementary Principal-Teacher Conference and one Secondary Drive-In Conference held in month of December.

3. Wrote articles for newsletter and attended planning sessions for newsletter.

4. Participated in planning for Superintendent-School Board Member-School Board Attorney Conference.

5. Interviewed Negro teachers working on desegregated staffs in junior and senior high schools in Monroe County. The purpose of this research was to determine preparation and attitudes of Negro teachers working on formerly all white staffs.

Outside Consultants:

1. Dr. Richard Carner, Director of the Reading Clinic at the University of Miami, worked with St. Lucie County personnel as a consultant.

2. The following outside consultants participated in the various conferences sponsored by the Consulting Center during the month of December:

A. Dr. Gertrude Noar, Director of Education for the Anti-Defamation League of B'nai B'rith
B. Dr. William B. Royster, Coordinator of Guidance Services, South Carolina State Department of Education
C. Dr. Arnold B. Cheyney, Assistant Professor of Elementary Education, University of Miami
D. Dr. John Bahner, Associate Superintendent for Instruction, Dade County Schools

E. Mr. John E. Dobbin, Project Director, Educational Testing Service

F. Reverend J. Calvin Leonard, Director, United Campus Christian Fellowship, University of Miami

3. Mr. Jerre Vandagriff, Principal of Tuttle Elementary School in Sarasota County, worked with Lee County Board of Public Instruction personnel as a consultant.

Miscellaneous:

1. Dr. Hall and Mr. Adams completed an article on school desegregation problems entitled "Roadblocks to Desegregation" which is now in the process of publication.

2. Dr. Hall and Carl Crawford, graduate assistant, wrote an article on racial problem which developed over Colonial Drive Elementary in Dade County. The title of the article is "Anatomy of a Desegregation Crisis."

Conferences:

Secondary Drive-In Conference held in December

1. December 3-4 -	Fort Lauderdale
For:	Personnel of Broward County
Speaker:	Reverend J. Calvin Leonard
Attendance:	63

Elementary Principal-Teacher Conference held in December

1. December 10-11 -	Winter Haven
For:	Polk County personnel
Speakers:	Mr. John E. Dobbin Dr. Arnold B. Cheyney Dr. John Bahner
Attendance:	109

Dade-Broward Multicultural Workshop held in December

1. December 18 -	Campus, University of Miami
Topic:	"Human Relations in the School Setting"
Speaker:	Dr. Gertrude Noar
Attendance:	75

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School of Education University of Miami

SOUTH FLORIDA SCHOOL DESEGREGATION CONSULTING CENTER

RESUME OF ACTIVITIES FOR MONTH OF JANUARY, 1966

Staff Activities:

1. Louise Boswell, staff consultant, met with Manatee County personnel to discuss implementation of activities under E.E.O.P. grant. Also, visited Palmview Elementary School, Palmetto, Florida, to observe desegregated classrooms and discuss problems in reading instruction.

2. Mark Adams, staff consultant, met with Associate Superintendent and staff of Pinellas County regarding steps to be taken to effect staff desegregation. At this time, Mr. Adams set up a meeting to be held on February 22nd for Dr. S. M. Corey, University of Miami Professor of Education, and Dr. Harry O. Hall, Director of the Center, to discuss a teacher exchange program for the spring of 1966 in anticipation of increased faculty desegregation next fall.

3. Mrs. Boswell visited the Assistant Superintendent of Collier County to discuss arrangements for their personnel to attend Elementary-Principal Teacher Conference. Mrs. Boswell also discussed possible proposals for inservice education programs to be sought for the county with their Coordinator of Federal Programs.

4. Dr. Hall and Mrs. Boswell met with Hendry County community leaders, the superintendent, principals, teachers and a school board member regarding plans for a new high school complex which will be completely desegregated.

5. Dr. Hall met again with Hendry County superintendent, school architect and community leaders regarding new elementary school in LaBelle and, at that time, set up a one day conference for February 5 with elementary school staffs to help them develop building specifications and curriculum ideas.

6. Mr. Adams worked with the director and assistant director of Project GAIN in Broward County to set up a two week workshop for GAIN teachers (junior high slow learners). Mr. Adams also participated and arranged to provide other consultants for the workshop. Professor John Higgins of the University of Miami faculty was the principal consultant.

7. Mrs. Boswell visited St. Lucie County school officials and discussed future plans for complete desegregation of all schools (including faculties) in the county and a research project. Mrs. Boswell also met with principals and faculties of an elementary and high school to discuss a research project on attitudes of Negro teachers toward staff desegregation and to arrange for interviews with teachers in St. Lucie County.

8. Dr. Hall took members of Monroe County's Board of Public Instruction to several schools in Dade County, discussed plans with them for an E.E.O.P. proposal and interviewed Dade school personnel in special projects.

9. Dr. Hall visited Hialeah High School in Dade County to discuss new curriculum innovations and some preparation for desegregation next year.

10. Mrs. Boswell and Dr. Hall met with Broward County personnel to plan for teacher exchange project which will begin February 25th.

11. Mr. Adams worked on plans for a Home Economics Workshop to be held in March for Broward County personnel and sent questionnaire to home economics teachers in desegregated schools asking them to identify concerns before the workshop is held to aid consultants in planning the workshop.

12. Dr. Hall provided information to the Georgia Council on Human Relations regarding source of funds for working with desegregation matters, copy of small grant proposal for Glades County and handbook for writing grants to school boards.

13. Dr. Hall helped develop a proposal for a University of Miami Masters Degree Program for Middle School Teachers of Disadvantaged Children.

14. Mrs. Boswell furnished bibliography on utilization of teacher aides to teachers and administrators in Broward, Dade, Martin and Leon Counties.

15. Dr. Hall rescheduled the Superintendent-Board Member-Attorney Conference for March 2-3 due to delay in releasing U.S.O.E. guidelines and sent out information on this to personnel of the twenty three counties as well as to fourteen other counties who requested information about this conference.

16. Mr. Adams worked with Educational TV Coordinator in Broward County setting up programs about Negroes in History, discussed plans for a new educational TV station to be built in Broward and discussed hiring Negro staff member to prepare programs of interest for Negro students.

17. Mr. Adams attended FEA Board Meeting in Tallahassee and talked with leaders of FEA and FSTA (Negro professional organization) regarding merging of these two groups.

18. Mrs. Boswell conferred with Printing Arts Department at the University of Miami on final editing and publication of material for newsletter.

19. Mr. Adams met with State Department of Education Committee to discuss education for disadvantaged students in Florida.

20. Mrs. Boswell prepared report on Center and its activities for Dean Beery to use at AASA Conference.

21. Mr. Adams met with legal counsel of NAACP in Broward County regarding goals relative to school and faculty desegregation.

Graduate Assistants:*

1. Assisted staff consultants in planning and conducting the Elementary Principal-Teacher Conference and Dade-Broward Multicultural Workshop held in January.

2. Interviewed Negro teachers working on desegregated staffs in elementary schools in Hillsborough County to determine backgrounds, preparation and attitudes of Negro teachers who are working effectively on formerly all white staffs.

3. Prepared extensive bibliography of over 1000 articles regarding desegregation and related areas.

4. Served as resource person in Broward County concerning the improvement of self-concept of Negro students through study of their cultural heritage with emphasis on African art and music. Also served as resource person on a project concerning social studies unit in which outstanding Negro men from the community were presented to elementary children in attempt to bolster their self-concept.

*These activities are for two assistants. Mr. Crittenden was transferred to a new project and has not been replaced to date.

Outside Consultants:

1. Dr. Arnold B. Cheyney, Assistant Professor of Elementary Education, University of Miami, coordinated a teacher education program for the culturally disadvantaged at the University of Miami School of Education.

2. Dr. Cheyney also did a follow-up on the January 7-8 Elementary Principal-Teacher Conference by acting as consultant to Neva King Cooper Elementary School in Homestead, Florida (South Dade County).

3. Mrs. Juliet H. Lewis, graduate assistant in Special Education, served as consultant in Broward County's GAIN Workshop.

4. Professor John M. Higgins of the University of Miami, School of Education, served as a consultant in the area of social studies in the GAIN Workshop in Broward County.

5. Dr. Stephen M. Corey, Professor of Education, University of Miami, served as consultant in planning the program for the Superintendent-School Board Member Conference to be held in March.

6. The following outside consultants participated in the conferences sponsored by the Consulting Center during the month of January:

A. Dr. Stephen M. Corey, Professor, School of Education, University of Miami

Outside Consultants (Contd.):

B. Dr. William B. Royster, Coordinator of Guidance Services, South Carolina State Department of Education
C. Mr. John E. Dobbin, Project Director, Educational Testing Service
D. Dr. Arnold B. Cheyney, Assistant Professor of Elementary Education, University of Miami, School of Education

Miscellaneous:

1. Mark Adams sent his article "The Key West Story" to The Crisis magazine.

Conferences:

Elementary Principal-Teacher Conference held in January

1. January 7-8 - Campus, University of Miami
For: Personnel of Collier, Monroe and Dade Counties
Speakers: Mr. John E. Dobbin
Dr. Arnold B. Cheyney
Dr. William B. Royster
Attendance: 148

Dade-Broward Multicultural Workshop held in January

1. January 15 - Campus, University of Miami
Topic: "Planned Improvement of School Situations"
Speaker: Dr. Stephen M. Corey
Attendance: 82

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School of Education University of Miami

South Florida School Desegregation Consulting Center

RESUME OF ACTIVITIES FOR MONTH OF FEBRUARY, 1966

Staff Activities:

1. Dr. Harry O. Hall, Director, corresponded with the Alfred P. Sloan Foundation regarding funds for building a comprehensive high school and developing an experimental curriculum for a newly desegregated school in Hendry County.

2. Dr. Hall and Mark Adams, consultant, participated in a Human Relations Institute in Birmingham, Alabama, under the auspices of Spring Hill College. This institute was for teachers in Jefferson County, Alabama.

3. Louise Boswell, consultant, discussed local problems of desegregation with county staffs in Martin and St. Lucie Counties.

4. Mr. Adams visited schools in Okeechobee, Charlotte, Lee Sarasota, Manatee and Hardee Counties.

5. Dr. Hall spoke at two sessions of an Institute at the University of Florida in Gainesville on the subject of staff desegregation.

6. Dr. Hall and Mrs. Boswell conferred with the Hendry County superintendent, board members, supervisory staff, elementary principals and teachers regarding phasing out of segregated schools and curricular changes brought about by desegregation.

7. Mr. Adams made plans for the Home Economics Workshop to be held in March in Broward County. He worked with the Broward supervisor of Home Economics in setting up a questionnaire to be distributed to participants and also worked with a Home Economics teacher in Sarasota County in developing slides and script for a clothing unit for girls with varied skin pigmentation.

8. Dr. Hall discussed with assistant superintendent of Polk County plans for a conference for their secondary personnel to be held in March and April.

9. Final plans were made by Mrs. Boswell and Dr. Hall for the Teacher Exchange Program in Broward County. Mrs. Boswell held orientation meeting for teachers, principals and supervisory personnel involved in the Program.

10. Mr. Adams conferred with Glades County superintendent regarding planning of workshops in the county when their proposal is funded.

11. Dr. Hall visited Martin County schools and made recommendations for consolidation of the junior and senior high school.

12. Dr. Hall and Mr. Adams discussed a "school pairing" plan with Pinellas County personnel.

13. Mrs. Boswell edited copy, proof-read galley and page proofs for the newsletter.

14. Entire staff of the Center met for planning session for the second edition of the newsletter.

15. Dr. Hall spoke to a church group on school desegregation and its social implications.

16. Mr. Adams discussed proposed conference for athletic directors with Sarasota County coaches and principals.

17. Mr. Adams met with superintendents of DeSoto and Hardee Counties regarding getting help for them in writing proposals.

18. The staff of the Center made final arrangements for the March Institute for Superintendents and School Board Members.

19. Members of the staff prepared a list of superintendents, board members, system level personnel, principals and teachers who have participated in the Center's conferences for distribution of the newsletter. These names were coded for IBM cards, sorted for duplication and the mailing list will consist of approximately 2000 names.

Graduate Assistants:

1. Assisted consultants in Broward Teacher Exchange Program.

2. One of the graduate assistants served as a resource person for an elementary school in Broward County which is designing a social living curriculum for this desegregated school in a disadvantaged area.

3. Directed an art exhibit of Negro painters and sculptors in Broward County and exhibited some of his own work.

4. Prepared articles for the Consulting Center's newsletter, The Consultant, and for the Broward County teachers' newsletter concerning the subject of Negro self-concept.

5. Did library research on specific problems of desegregation for the Center's director and consultants.

6. Participated in planning for the Institute for Superintendents and School Board Members and previewed films to be shown at the Institute.

Outside Consultants:

1. Dr. Arnold B. Cheyney, Assistant Professor of Elementary Education, University of Miami, lectured to and worked with staff of Broward Estates Elementary School on language problems incident to Negro students in this newly desegregated school. Tape recordings of the children's speech were made prior to Dr. Cheyney's arrival (at his request). Dr. Cheyney diagnosed the articulation and pronunciation defects and discussed methods for using the results of the diagnosis and suggested certain procedural techniques.

2. Mr. John E. Dobbin, Project Director, Educational Testing Service, spoke to student teachers of the disadvantaged at the University of Miami.

3. Dr. Fain A. Guthrie, Professor of Guidance and Counseling, University of Alabama, and Dr. Cheyney worked as consultants on the Broward Teacher Exchange Program.

4. Dr. Stephen M. Corey, Professor of Education, University of Miami, acted as consultant to Pinellas County on the subject of staff desegregation.

5. Jerre Vandagriff, principal from Sarasota County, and William E. Newsome, principal from Collier County, worked with Hendry County personnel in planning for new buildings and curricular changes for a new desegregated school.

6. Dr. Herbert L. Seamans, Human Relations Consultant, Mrs. Ida Ratcliffe, Secondary Supervisor (Dade) and Mr. Otto Stradley, principal, (Dade), were consultants to the GAIN Workshop in Broward County.

7. Dr. Cheyney worked with staff of Neva King Cooper Elementary School in Dade County (Homestead) as a follow-up to the Elementary Principal-Teacher Conference held in January.

8. Professor John Higgins, Assistant Professor of Elementary Education, University of Miami, worked with Principal and Social Studies Advisory Committee at Chester Moore Elementary School (Broward County). This is a desegregated school in a severely disadvantaged area and Mr. Higgins helped them identify their areas of concern for the curriculum and planned to work with the staff in setting up the Social Studies curriculum.

Conferences:

1. Broward County Teacher Exchange Program

Participants: 16 Negro and 16 white teachers from 17 elementary schools

Dr. Arnold B. Cheyney of the University of Miami met with participating teachers, principals and supervisory personnel for a two-hour session to plan specific activities to be conducted during the period when these teachers worked together in their respective classes. Dr. Fain A. Guthrie of the University of Alabama spoke to this group on the interrelationship of perception, self-concept and learning as applicable to teaching in bi-racial classrooms. The actual teaming of teachers and exchanging of classrooms took place in March and will be reported in the March Monthly Report.

Miscellaneous:

1. The Consulting Center arranged for Hendry County personnel to make a study of desegregated schools in Sarasota County by visiting them.

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School of Education University of Miami

South Florida School Desegregation Consulting Center

RESUME OF ACTIVITIES FOR MONTH OF MARCH, 1966

Staff Activities:

1. An Advisory Council meeting was held before the Institute for Superintendents & School Board Members at which time the director and staff consultants reported Center activities and presented new projects for discussion. A resume of the meeting is enclosed.

2. The director and staff of the Consulting Center conducted the Institute for Superintendents & School Board Members held on campus of the University of Miami on March 2-3.

3. Dr. Hall attended ASCD Conference in San Francisco. In conjunction with this trip, Dr. Hall visited the University Elementary School at UCLA and observed curricular innovations in use there.

4. Mark Adams visited schools in Sarasota, Manatee, Hillsborough, Monroe and DeSoto Counties. A wide range of problems incident to desegregation was discussed. (See attached Time and Effort Report.)

5. Mr. Adams met with Polk County administrative personnel to make final plans for Polk County Secondary Drive-In Conferences. Mr. Adams conducted two of these conferences in Winter Haven and in Lake Wales.

6. Dr. Hall was invited to be a group consultant to the "Education for All" Conference held in Jacksonville and sponsored by the State Department of Education. His topic was "Improving the Opportunities of Educationally Disadvantaged Children through Improved In-service and Pre-service Education of Teachers." Mr. Adams was also invited to attend this conference.

7. Mrs. Boswell conducted and observed the Broward County Teacher Exchange Program. A summary of the results of this program is attached to this report.

8. Mr. Adams conducted the Home Economics Workshop in Broward County. The major purpose of this meeting was to help Home Economics teachers in newly desegregated schools develop plans and activities more suitable to the new student population.

9. Dr. Hall represented the School of Education of the University of Miami at a TEAC meeting in Orlando. Major problems of teaching the disadvantaged were discussed.

10. Dr. Hall contacted each county superintendent and discussed their plans for compliance with the revised guidelines. In addition, Dr. Hall worked with officials and school boards of Hendry, Manatee and Glades Counties regarding compliance with the 1966 guidelines.

11. Mrs. Boswell made presentation of the 1966 guidelines to school board members and superintendents in Tallahassee and in Gainesville.

12. Mr. Adams discussed the problems of desegregation facing professional organizations at state and local levels with FEA Board of Directors in Tallahassee. He also met with FEA officials in Orlando.

13. At the request of the Monroe County superintendent, Mr. Adams investigated an apparent race incident in Marathon. Detailed interviews were held with several officials. (See attached Time and Effort Report.)

14. Dr. Hall made several trips to Palm Beach County to discuss desegregation problems with county officials. He conferred extensively with Negro community leaders regarding progress of desegregation in their county.

15. Dr. Hall arranged for area conference on staff desegregation for Collier, Hardee, DeSoto, Sarasota, Charlotte, Hendry, Lee, Glades and Manatee Counties to be held in Bradenton on April 6th.

16. Mrs. Boswell gave technical assistance on a grant project in Manatee County. She did additional consultant work in Thomas County (Georgia) at the request of Dr. Kruger.

17. Mr. Adams had speaking engagements at Baker Academy (Charlotte County), William Raines School (Jacksonville), and at the Church of the Pine Presbyterian Church (Sarasota County).

18. The staff of the Consulting Center mailed out 2000 copies of the first edition of the newsletter, The Consultant.

19. Dr. Hall furnished extensive bibliography and research proposal on school desegregation (by Dr. Wey) to the Director of In-Service Institute for Teachers in Human Relations at Florida Atlantic University in Boca Raton.

20. Mr. Adams conferred with Sarasota County personnel regarding assisting them in organizing meeting of personnel from senior high schools to discuss possibility of scheduling athletic contests between various schools.

Graduate Assistants:

1. Reported to Advisory Council the results of interviews with Negro teachers in predominantly white schools. A summary of the important points from the interviews is attached to this report.

2. Planned and worked extensively for the Institute for Superintendents and School Board Members which included preparation of registration materials, conducting film previews for participants, arranging for facilities and assisting in conducting small group meetings.

3. Assisted staff consultants in planning and conducting Broward Home Economics Workshop, Broward Teacher Exchange Program and Secondary Drive-In Conferences in Polk County.

4. Served as resource person at Christian Reform Church in Dade County for a Human Relations Seminar.

5. Spoke to 1300 students at Lincoln Park Academy in St. Lucie County on subject of influence of African Art on Modern Art. Also presented an African Art Exhibit to illustrate speech.

6. Worked with Professor John Higgins, University of Miami faculty, in Broward County on project designed to improve self concept of students through development of Social Studies units.

7. Worked with Mr. Adams in Marathon (Monroe County) on investigation of a potential race conflict in the schools. Several school and community members were interviewed.

Outside Consultants:

1. The following members of the University of Miami faculty gave lectures to a selected group of student teachers who are doing special internship in culturally disadvantaged schools under the sponsorship of the Consulting Center:

	Subject
Dr. Arnold B. Cheyney	"Strengths of the Disadvantaged"
Dr. D. L. Strunk	"Mental Retardation"
Dr. B. J. Paschal	"Psychological Perspective of the Culturally Disadvantaged"
Dr. Carolyn Garwood	"Self Concept"
Dr. Mary Folsom	"Teaching Mathematics to the Culturally Disadvantaged"
Dr. Katherine G. James	"Children's Books for Deprived Readers"
John M. Higgins	"Implications of Home Conditions for the School Environment"

2. Dr. Herbert W. Wey worked with Broward County Board on pupil and staff desegregation. Dr. Wey also worked on curriculum problems for disadvantaged children at the Stone School in Brevard County.

3. Consultants for Institute for Superintendents & School Board Members:

Dr. W. Stanley Kruger	E.E.O.P.
Floyd Christian	State Superintendent of Instruction
Dr. Robert Myers	University of Florida
Robert W. Fulton	Superintendent, Palm Beach County
George H. Rumpel	Florida School Board Association
Dr. Denton L. Cook	Hillsborough County Schools
Jack Gordon	Dade County School Board
Charles Wilson	Legal Specialist, TAP
J. Calvin Leonard	Westminister Chapel, University of Miami

4. Dr. Flemmie P. Kittrell, Dean, School of Home Economics, Howard University, was consultant to the Broward County Home Economics Workshop.

5. Dr. Michael J. Stolee, Professor of Education, University of Massachusetts, worked as consultant with Manatee, Glades and Palm Beach Counties.

Conferences:

1. Institute for Superintendents & School Board Members - March 2-3

Participants: 116 representing all 23 counties served by the Center and 17 additional counties in Florida

Principal Speakers:

Floyd Christian
Subject: "Progress, Problems and Objectives of Florida in School Desegregation" (copy of speech enclosed)

Jack Gordon
Subject: "Pressure Groups"

W. Stanley Kruger
Subject: "1966 U.S.O.E. Guidelines for Desegregation"

(Copy of program for this Institute is enclosed.)

2. Broward County Teacher Exchange Program - February 25 to March 14

   Participants: 56

   Summary of Program, Reports and Suggestions attached herewith.

3. Broward County Home Economics Workshop - March 12

   Participants: 50 from Broward County
   6 - 1 each from Brevard, Dade, Escambia, Palm Beach, Pinellas and Polk Counties

   Principal Speaker: Dr. Flemmie P. Kittrell

   Panel: Home Economics supervisors and teachers from Broward County, Sarasota County and State Department of Education

4. Secondary Drive-In Conferences - Polk County

   A. Winter Haven - March 19

      Participants: 142

      Panel: Consisting of teachers and administrative personnel from Dade, Polk and Pinellas Counties

   B. Lake Wales - March 26

      Participants: 123

      Panel: Consisting of teachers from Dade, Polk, Pinellas, Sarasota and Hillsborough Counties

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School of Education University of Miami

South Florida School Desegregation Consulting Center

RESUME OF ACTIVITIES FOR MONTH OF APRIL, 1966

Staff Activities:

1. The staff of the Center held several meetings to plan the activities of the Center for the balance of the fiscal year.

2. Carl Crawford, assistant consultant, organized six Elementary Principal-Teacher Follow-up Conferences which were scheduled in May for participants from seventeen counties who had formerly taken part in the Elementary Principal-Teacher Drive-Ins held in the fall of 1965-66. The objectives established for the follow-up conferences were: (1) determine the effectiveness of previous conferences, (2) provide opportunities for the participants to share successful projects which were initiated as a result of the fall Elementary Principal-Teacher Drive-Ins, and (3) develop systems to continue programs for next year.

3. A meeting of the Advisory Council was held at which time the staff of the Center reported on previous activities and submitted plans for future activities to the Council for their approval. A resume of the Advisory Council meeting is attached to this report.

4. Mark Adams worked with Home Economics supervisor in Pinellas County on plans for a fall workshop.

5. Mr. Adams organized two Secondary Drive-In Follow-up Conferences which were planned to enable the participants evaluate their past programs, discuss progress and pitfalls encountered by local schools since the original fall drive-in conferences, and make suggestions for the Consulting Center to consider in planning for the coming year.

6. Dr. Hall and Mr. Crawford worked with Palm Beach County superintendent and staff members to develop ways of improving communication with various community groups. Dr. Hall also addressed members of the Negro community at a P.T.A. meeting. As a result of consultant help furnished by this Center, a bi-racial committee on education was formed. Dr. Hall attended the first meeting of this group.

7. Members of the staff planned and attended two Area Conferences on Staff Desegregation held in Fort Pierce and Bradenton for east coast and west coast superintendents and members of their staffs.

8. Mr. Adams visited with superintendents and county staffs in Okeechobee, Osceola, St. Lucie, Indian River, Martin, Monroe, Collier, Lee, Dade and Polk Counties. A wide range of problems relative to staff desegregation, phasing out of schools and the 1966 guidelines were discussed. (See Time and Effort Report attached.)

9. Follow-up was conducted by Mr. Adams and Byron W. Curtis, assistant consultant, to previous work and observations made in Marathon (Monroe County) concerning a racial incident. A report was made to the Monroe County superintendent and a meeting was held with principal and guidance counselor of Marathon High School. Mr. Adams and Mr. Curtis also attended a Negro P.T.A. meeting in Marathon at which time Negro parents discussed their children's problems with the white teachers.

10. Mr. Crawford worked as a consultant and resource person in Dade, Broward, Glades, Manatee and Palm Beach Counties. Included in these activities were talks on African Art, presentation of an African Art Exhibit, and work with an inservice workshop in the areas of Language Arts and Art Education. (See Time and Effort Report attached.)

11. Dr. Hall and the staff held several planning sessions for the final Dade-Broward Multicultural Workshop to be conducted in May. This will be a follow-up evaluation session and each school represented will report the results of the project developed during previous meetings. Dr. Barton and Dr. Garwood will conduct this meeting.

12. A plan and format were developed by the staff for a Conference on "Curriculum Innovations in Desegregated Schools" to be held the first week in June. This conference would be for curriculum leaders from the twenty-three county area served by the Center.

13. Dr. Hall, Mr. Adams and Mr. Curtis conducted two Polk County Drive-In Conferences held in Bartow and Lakeland.

14. Mr. Adams participated in an administrative institute held at Stetson University, and also in the Florida Education Association convention held in Miami Beach.

15. Dr. Hall attended a county-wide principals meeting in Hillsborough County and gave a speech on the new guidelines. He also participated in a community action TV program.

16. Dr. Hall scheduled a series of meetings in Collier County for the month of May on the subject of school desegregation.

17. Articles written by members of the staff and other articles from other sources were assembled for the next edition of The Consultant.

Outside Consultants:

1. Dr. Robert E. Hendricks, Associate Professor, School of Education, University of Miami, worked as consultant with faculty of Tuttle Elementary School in Sarasota in order to help the faculty in this newly desegregated school work out their problems and to "re-examine their attitudes toward children." In addition to the Tuttle faculty, a group of elementary principals, teachers and supervisors from other schools in Sarasota took part.

2. Mrs. Dorothy K. Arthur, former teacher with New York City's Higher Horizons Program, worked as consultant at Richmond Heights Junior High School on the problem of changing teachers' attitudes toward learning in working with disadvantaged students.

3. Professor John Higgins, School of Education, University of Miami, worked as consultant to Chester Moore Elementary School, Broward County. He helped the faculty develop new Social Studies units especially applicable in a culturally disadvantaged area.

Conferences:

1. Secondary Drive-In Conferences - Polk County

    A. Bartow - April 2

    Participants: 144

    Panel:
    Glynn R. Archer, Jr., principal, Monroe County
    Edmund L. Burck, assistant principal, Dade County
    Otha P. Cox, teacher, Monroe County
    Sandra H. Wilson, teacher, Hillsborough County
    Plus principals and administrative personnel from Polk County.

    B. Lakeland - April 30

    Participants: 210

    Panel:
    Louis W. McCoy, principal, Pinellas County
    Ralph V. Street, teacher, Sarasota County
    Sandra H. Wilson, teacher, Hillsborough County
    Glynn R. Archer, Jr., principal Monroe County
    Plus superintendent, principals and administrative personnel from Polk County.

2. Area Conferences on Staff Desegregation

    A. Bradenton - April 6

    Counties represented: Charlotte, Collier, DeSoto, Glades, Hardee, Hendry, Lee, Manatee and Sarasota

    Participants: 26 superintendents and staff members

    Panel:
    Barbara H. Finck, principal, Pinellas County
    Leslie R. Peterson, principal, Broward County
    Ida T. Ratcliffe, supervisor, Dade County
    Ned A. Simmons, administrator, Monroe County

B. Fort Pierce - April 18

Counties represented:	Highlands, Indian River, Martin, Okeechobee, Osceola, St. Lucie
Participants:	20 superintendents and staff members
Panel:	Same as panel used on April 6th in Bradenton

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School of Education University of Miami

South Florida School Desegregation Consulting Center

RESUME OF ACTIVITIES FOR MONTH OF MAY, 1966

Staff Activities:

1. Dr. Harry O. Hall held several meetings with Palm Beach County school officials, Negro leaders and county staff members regarding the formation of a biracial committee on education. Carl Crawford, assistant consultant, also worked on the project.

2. Mark Adams, staff consultant, discussed 1966 Guidelines with county staffs in Indian River, St. Lucie, Manatee, DeSoto and Martin Counties.

3. Mr. Adams worked with administrative and supervisory staffs in DeSoto, Sarasota, Glades and Collier Counties regarding problems of pupil and staff desegregation. Mr. Adams helped administrative personnel in many of these counties identify Negro and white teachers to exchange schools.

4. Dr. Hall spoke to teachers and administrative staff in Collier County on problems of staff desegregation. He also discussed plans for a fall conference to be held in Naples.

5. Mr. Crawford served as a resource person for an inservice conference on staff desegregation in Collier County. He also worked as resource person at Miami Springs Senior High School in speaking on Negro History and implications of Civil Rights movement.

6. Dr. Hall met with principals in South Central District of Dade County, faculty of Shenandoah Jr. High School (Dade County) and faculty of Ponce de Leon High School (Dade County) to discuss problems of staff desegregation and teacher exchange programs contemplated by these groups.

7. Mr. Adams worked with Collier County in an extensive inservice program conducted in Naples, Everglades City and Immokalee. It was a county-wide program designed to begin staff desegregation. In connection with this inservice program, Mr. Adams visited schools and conferred with individuals in the community.

8. Mr. Adams helped plan an inservice program for teachers in Highlands County. He worked with the director of curriculum and assisted him in drafting a request to the Consulting Center for consultant services for the 1966-67 school term.

9. Dr. Hall helped Lee County personnel develop a Title IV grant proposal dealing with an experimental elementary school in a Negro community and staff desegregation.

10. Mr. Byron W. Curtis, assistant consultant, worked with consultants in the planning and preparation for the final Dade-Broward Multicultural Workshop conducted on campus.

11. Mr. Crawford coordinated six Elementary Principal-Teacher Follow-up Conferences held in May involving seventeen counties. He worked with the members of the University of Miami faculty and representatives of each county's administrative staff in the planning and conducting of these conferences.

12. Dr. Hall was keynote speaker at "Florida Conference on Staff Desegregation" in Orlando; spoke to Florida college and university educators at "Florida Conference on Teacher Education for Improved Intergroup Relations" held in St. Petersburg; and spoke to Lincoln Junior High P.T.A. in West Palm Beach. Subjects covered in these speeches included the services offered by the Consulting Center, progress of desegregation in South Florida, why it is necessary to desegregate staff and faculty and the 1966 guidelines.

13. Mr. Adams met with secondary administrative personnel in fifteen counties to plan Secondary Follow-up Drive-In Conferences. Two conferences were held, one in Clearwater and the other on the University of Miami campus.

14. Mr. Curtis assisted Mr. Adams in the planning of the Secondary Follow-up Drive-In Conference held in Clearwater and acted as a group discussion leader at this conference.

15. Mr. Adams participated in NEA Regional Conference on Staff Desegregation held in Atlanta and attended first meeting of the newly merged professional association in Sarasota County.

16. The entire staff worked on the planning for the June Conference on Curriculum Innovations. Program development, program printing, correspondence with consultants, space arrangements, banquet details and preparation of registration and evaluation forms were among the many tasks performed.

17. The second edition of The Consultant was put together, proofread and printed in time for distribution at the June 1-3 Curriculum Conference. In addition, approximately 2,600 copies were mailed out to the people on the mailing list compiled from participants and consultants in the various programs conducted by the Consulting Center during the past year.

18. Mr. Curtis continued research in Dade County schools regarding the effects of segregation on vocational aspirations of Negro students.

19. Mr. Adams planned and participated in a Human Relations Conference in Pinellas County designed to bring together faculties of schools to be involved in school teaming project this fall.

Outside Consultants:

✓1. Dr. Carolyn Garwood and Dr. Joseph Barton, School of Education, University of Miami, conducted the final session of the Dade-Broward Multicultural Workshop held on campus in May.

2. Dr. Theona V. McQueen, School of Education, University of Miami, acted as consultant in two Elementary Principal-Teacher Follow-up Conferences held in Fort Pierce and on campus.

3. Dr. Robert E. Hendricks, School of Education, University of Miami, served as consultant in the Elementary Principal-Teacher Follow-up Conferences held in Fort Myers and Bradenton.

4. Dr. Arnold B. Cheyney, School of Education, University of Miami, worked as consultant to Collins Elementary in Broward County. Dr. Cheyney also acted as consultant for two Elementary Principal-Teacher Follow-up Conferences in Winter Haven and Fort Lauderdale.

5. Mr. John Higgins, School of Education, University of Miami, finished work on manuscripts for two social studies units for Chester A. Moore School, Broward County. Mr. Higgins also worked as a consultant to the Collier County Board of Public Instruction in arranging for a two week pre-service program and for an inservice program dealing with pupil and faculty desegregation.

6. The following outside consultants took part in the Collier County Inservice Workshops held in May: William A. Bell, Marie S. Shao and Johnnie R. Clarke (Pinellas County), J. Michael Davis (Charlotte County); Charles R. Gadd (Lee County); Jean P. Preston (Sarasota County); and Ida T. Ratcliffe (Dade County).

7. Mr. William A. Byrd, graduate assistant, School of Education, University of Miami, gathered data on status of school desegregation in Florida.

8. The following members of Broward and Dade County Board of Public Instruction served as consultants in panel discussions in connection with the Dade-Broward Multicultural Workshop: Howard Crabtree, Norman C. Brennais, Allen Eugene Orr, Laura C. Saunders, Lulu C. Huggins and Julia Jeanne Romine.

9. Dr. Ira J. Gordon, Professor of Education, University of Florida, acted as consultant to the Pinellas County Team School Conference held in Clearwater on May 27-28.

Conferences:

1. Secondary Follow-up Drive-In Conferences

    A. Clearwater - May 21

    Counties represented: Pinellas, Manatee, Sarasota, Charlotte Hardee, DeSoto

    Participants: 28

    B. Campus - University of Miami - May 28

    Counties represented: Monroe, Broward, Lee, Glades, Okeechobee, Indian River, St. Lucie, Martin

    Participants: 21

2. Elementary Principal-Teacher Follow-up Conferences

    A. Fort Pierce - May 7

    Counties represented: Indian River, Martin and St. Lucie

    Participants: 17

    Consultant: Dr. Theona V. McQueen, University of Miami

    B. Fort Myers - May 14

    Counties represented: Charlotte, Hendry and Lee

    Participants: 22

    Consultant: Dr. Robert E. Hendricks, University of Miami

    C. Campus - University of Miami - May 14

    Counties represented: Dade, Collier and Monroe

    Participants: 39

    Consultant: Dr. Theona V. McQueen, University of Miami

    D. Winter Haven - May 21

    Counties represented: Polk

    Participants: 48

    Consultant: Dr. Arnold B. Cheyney, University of Miami

Elementary Principal-Teacher Follow-up Conferences (Contd.)

E. Bradenton - May 28

Counties represented:	Hardee, Manatee and Sarasota
Participants:	25
Consultant:	Dr. Robert E. Hendricks, University of Miami

F. Fort Lauderdale - May 28

Counties represented:	Broward
Participants:	24
Consultant:	Dr. Arnold B. Cheyney, University of Miami

3. Dade-Broward Multicultural Workshop

A. Campus, University of Miami - May 14

Participants:	52
Consultants:	Dr. Carolyn Garwood and Dr. Joseph Barton, University of Miami
Panel:	Consisting of Dade and Broward County Board of Public Instruction personnel

4. Collier County Inservice Workshops

A. Naples, Immokalee and Everglades - two sessions in each area May 9, 11, 12, 17, 18 and 19

Participants:	Total county personnel of 225 involved
Consultants:	William A. Bell, Johnnie R. Clarke, Marie S. Shao (Pinellas County); J. Michael Davis (Charlotte County); Charles R. Gadd (Lee County); Jean P. Preston (Sarasota County); Ida T. Ratcliffe (Dade County)

B. Naples - May 25

Participants:	Total county personnel of 225 involved
Consultant:	Dr. Harry O. Hall

5. Pinellas County Team School Conference

A. Clearwater - May 27-28

Participants:	138
Consultant:	Dr. Ira J. Gordon, University of Florida

HOH.psk.6.14.66

School of Education University of Miami

South Florida School Desegregation Consulting Center

RESUME OF ACTIVITIES FOR MONTH OF JUNE, 1966

Staff Activities:

1. The staff of the Consulting Center coordinated and conducted the three-day Conference on Curriculum Innovations for Desegregated Schools held on campus of the University of Miami, June 1-3. (Program attached.)

2. Conference evaluation forms prepared by the fifty-one participants in the Curriculum Conference were analyzed. A summary of the results is attached.

3. Mark Adams, consultant, conducted a workshop in Sarasota County for the professional staff of Brookside Jr. High School. This was in preparation for staff desegregation in the fall of 1967.

4. Mr. Adams also addressed the student body of Booker Jr. High School in Sarasota and participated in presenting student awards.

5. Dr. Hall and the staff of the Center worked with Dr. Joseph Barton, School of Education, University of Miami, in coordinating a "Leadership Training Institute in Advanced University Study for Teachers of Newly Desegregated Schools," funded under Title IV. Teachers from the twenty-three county area serviced by the Center were selected to participate in a combined field work experience and university study. Dade County school officials were contacted to select cooperating schools, directing teachers and participants.

6. The Consulting Center was moved to new quarters located in Merrick #111 on the University of Miami campus.

7. Mr. Adams assisted principals in selecting Negro teachers in Sarasota County to transfer to formerly all-white faculties.

8. Dr. Hall and the staff worked on the annual report for the Consulting Center.

9. Mr. Byron W. Curtis, assitant consultant, continued research in Dade County schools regarding the effects of segregation on vocational aspirations of Negro students.

Outside Consultants:

1. Dr. Emmy Louise Widner, Visiting Professor, School of Education, University of Miami, conducted a pre-school workshop for teachers of disadvantaged children in DeSoto County.

2. Mr. Russell Wheatley, Dade County Schools, worked as a consultant with Mr. William A. Smith, Pinellas County Schools, on a plan to aid Negro teachers of Pinellas County pass the NTE examination.

Miscellaneous:

1. Dr. Hall and Carl M. Crawford, assistant consultant, had their article "Anatomy of a School Desegregation Crisis" accepted for publication in the July 1966 issue of the American School Board Journal.

Conferences:

1. South Florida Conference on Curriculum Innovations for Desegregated Schools - University of Miami campus - June 1-3

Counties represented: Brevard, Broward, Charlotte, Collier, Dade, Hillsborough, Manatee, Martin, Monroe, Palm Beach, Pinellas, Polk, St. Lucie and Sarasota

Participants: 51

Consultants:
✓ Stephen M. Corey, School of Education, University of Miami
✓ Donald G. Hayes, North Carolina Advancement School Winston-Salem
✓ Robert Scanlon, Oakleaf Elementary School, Pittsburgh
✓ Charlotte K. Brooks, Washington Public Schools, Washington, D. C.
✓ Morton Shaevitz, University of Michigan
✓ Bruce Waizenhofer and a panel from Dade County Board of Public Instruction
✓ B. Frank Brown, Melbourne High School
✓ Jack Frymier, Ohio State University
✓ Gordon P. Liddle, University of Maryland
✓ W. Gene Watson, Oak Ridge Schools
✓ Doxey Wilkerson, Yeshiva University

MINUTES OF ADVISORY COUNCIL MEETING - AUGUST 13, 1965

Meeting was called to order by Dr. Harry O. Hall at 10:20 A.M. Dr. Hall introduced members of Advisory Council present as well as staff of the South Florida School Desegregation Consulting Center. Dr. Hall showed slides depicting structure of the Consulting Center.

Dr. Herbert Wey suggested that key teachers should be brought in from each county for an institute so that they could tell what they are doing to solve problems of desegregation. Dr. Wey then asked the group if the same teachers should attend each teacher institute or should different ones attend. Discussion followed as to how many institutes were contemplated.

Dr. Hall explained which counties are served by the Consulting Center. Dr. James T. Campbell questioned whether or not the University of Florida has a similar program. Dr. Hall answered by saying that the U.S.O.E. will provide centrally located centers for the entire south. Dr. Hall told about group working at the University of Florida. Mr. Wes Matthews said that Dade County could not send people each week to the University of Florida for continuing institute and asked if we could have such a continuing institute in our area. Dr. Wey suggested that at our next Advisory Council meeting we have someone from the University of Florida and the State of Florida to explain their plan. Dr. Campbell told that Florida State University had a similar institute in Tallahassee this summer. Dean John R. Beery inquired whether or not there would be any conflict between our group and the University of Florida group. Mr. Matthews told how Dade County held up further participation in the Gainesville program until they found out whether or not it could be handled by our Center. He also feels that there is a need for it here in Dade County. He asked that the needs of Dade County be handled by this group today. Dr. Wey said the group should be able to help Dade County with their problem. Dr. Hall agreed but asked that the matter be postponed until later.

Discussion followed showing that the Consulting Center would deal with the problems of all counties serviced by the Center if notified of the problem. Immediate problems will be dealt with either by members of the staff or by outside help.

Dr. S. M. Corey clarified the fact that there are no jurisdictional disputes and that any school district can seek help anywhere. Dr. Hall agreed but emphasized that this Center will concentrate its services in its own area.

Dr. Hall reviewed a list of most common problems found in the counties as gathered at the July 22nd seminar as follows: What are we going to do about desegregating staff? How do we prepare the community? What do we do about radical groups? How do you get teachers started? Certain inservice problems were raised. What do we do about buildings? Some questions were raised about interpersonal relationships. What about relationship of Negro teacher to white parent? Some formed biracial committees in the school systems. How do you improve communication? Some questions were raised about curriculum. Question of grouping. Question of motivation.

Mr. Matthews remarked that everyone asks about social problems. However, he felt that if more time were devoted to good curriculum and good schools, the nebulous social problems would take care of themselves. He felt that it was important to get a kit of learning laboratory materials and work on curriculum. Dr. Campbell felt that when you could get past the initial shock of starting desegregation in schools, there remained only the same old problem of effectiveness of instruction, but with one added factor - color - which accentuates these problems. He also said that there is a real need for assistance to the counties in meeting the initial crisis of getting past the first day of school in a desegregated situation.

It was suggested that perhaps the Advisory Council ought to work on some idea to retrain teachers. Dr. Wilson F. Wetzler proposed that schools could identify teachers who can be salvaged and consultants could move into these areas and organize inservice programs whereby these teachers could be retrained. He felt that this Center was equipped to furnish such leadership in this area. Dr. Campbell pointed out that this should be made available to white and Negro teachers. Mr. Louis McCoy felt that this would aid in the desegregation of school faculties which would also contribute to quality education.

Dr. Hall called the Council's attention to the need to get their objectives established. Dr. Campbell suggested that this information should come from the county superintendents. Mr. J. Hartley Blackburn felt that desegregation is most effective where leadership takes a positive attitude. He felt that school people should let the school boards know that soon we will not have freedom of choice.

Mr. Geoffrey Birt said that desegregation of schools needs good public relations program. Further he stated that it takes a combination of talents - the professional public relations man and the professional school people - to do the job. Dr. Hall suggested that maybe we could provide some help to counties in developing good public relations.

Meeting was adjourned for lunch at 12:05 P.M. and reconvened at 1:30 P.M.

Dean Beery said that it seemed to him that the Consulting Center may be of service on three levels. Furthermore, just as counties differ in size they also differ in progress. He stated, "First, the matter of sensitivity. Have an institute where Negro and white teachers work together. The next level, it seems to me, is the process of getting things done, initial desegregation of schools. Once you get through with that, find out how to improve the educational program for all the youngsters but particularly for disadvantaged students, both white and Negro."

Dr. Hall brought in Dr. Carolyn Garwood who, with Dr. Barton, has worked on two institutes on guidance and counselling at the University. Dr. Garwood told how such an institute would be given. Mr. Matthews suggested that principals and administrative people should also be brought in for these institutes as well as guidance people.

Dr. Wey said that maybe it would be good to bring together principals and counselors; then bring together curriculum people and teachers. Mr. Matthews suggested three institutes consisting of guidance people, curriculum people and administrators together instead of separate institutes for each. Discussion followed about bringing people in from each county who would take back the things learned at the institute and putting them into practical use back home. Mr. McCoy made the point that you cannot get all of the people here so you would have to be selective in picking people who can gather information and take it back and disseminate it in their own county. Mr. Matthews felt we should have two or three people from each school center, not one person, in order to have institute work effectively. Dr. Hall suggested sending a letter and tell the counties that we can handle just so many people and they should be from schools needing help. Dr. Wey thought that it would be best to bring in teams of four from each school, figuring 240 people at each institute. Dr. Garwood observed that the best results come from institutes of from six to eight meetings.

Dr. McCoomb brought up the fact that there are no counselors on the elementary school level and suggested identifying problems according to age level. Dr. Hall discussed incorporating all phases of problem in the same institute and Dr. Wey said that if this was done, later on you could bring in a group of guidance people if needed.

Mr. Ben L. Bryan felt that you must work with the superintendents first and then work from there. He said that it would be better to have individual institutes for larger counties and to group your small counties together.

Dr. Hall summarized the discussion at this point by stating, "It seems we must find out what the superintendents want instead of having a massive institute first. Then when we identify problems, we can go from there." He went on to point out that schools are opening shortly and asked the group how to get started.

Dr. Wey suggested that a form be sent to superintendents on which they could check problem areas in their counties and bring the forms with them to the institute. Mr. Blackburn felt that the superintendents must have something to do with the planning or else they would not feel a part of it and would not disseminate the information to their counties. Dr. Corey wondered if perhaps it would be a good idea to have a team visit the superintendents instead of having them attend an institute.

Mr. Blackburn asked that Dr. Hall write to the superintendents setting up an itinerary of visits in Florida and asking them to meet with consultants and have with them their superintendent of instruction, some supervisors, etc. Then the Center would have an overview of what is needed in all of South Florida. Dr. Beery suggested that they get together in small regional groups so as to avoid twenty three different visits.

Dr. Campbell advised that the State Department of Education was getting up a list of services available to be circulated throughout the State, and would include the Consulting Center's plans in this memorandum. Also, he said that he is thinking of writing an article for the Florida School Bulletin about services available.

Dr. Hall stated the basic problems as follows:

1. We need to get people to think beyond this year, to get past the "freedom of choice" plan.
2. We should develop something in the area of thinking how to spend the funds from the Elementary and Secondary School Act, funds that are coming out soon.
3. How to improve public relations.

Dr. Wey thought another thing is that instructional changes will have to be made to incorporate Negro children into schools like Coral Gables Sr. High School, for example.

Dr. Beery asked if it were possible to help counties get direct funds from the Government.

Dr. Wey suggested that the different college groups (giving consultant service) be brought together by Dr. Campbell; i.e., University of Florida, Florida State University and University of Miami, and they should talk over what each group is doing.

Mr. Blackburn suggested that the area meetings of superintendents take place in the middle of September and then Dr. Hall should go to the September 30th meeting at the University of Florida and talk to the superintendents. Also, all the universities having similar services should be at the September 30th meeting.

After setting a tentative date of Saturday, September 25th for the next Advisory Council meeting, meeting was adjourned by Dr. Hall at 3:00 P.M.

psk.9.14.65

ADVISORY COUNCIL MEETING SEPTEMBER 25, 1965

Meeting was convened by Dr. Hall at 10:20 A.M. Dr. Hall reviewed the activities of the Consulting Center since the last Advisory Council meeting.

Louise Boswell, consultant, told about the Elementary Drive-In Conferences she has planned. Dr. Corey suggested that some time should be spent at the Elementary Drive-Ins to help the participants think out the things they are going to say to their staffs when they get back to their respective schools. Dr. Hall pointed out that there will be a follow up to each conference. The question was raised as to how the participants were being selected for each Elementary Drive-In. Mrs. Boswell replied that this was up to the local people.

Mr. Wes Matthews then told about the problems Dade County was having with faculty desegregation. Dr. Harry McComb said that he found in Broward County the Negro community wants desegregated schools, but the Negro teaching profession does not necessarily feel the same way. Dr. McComb said that the Negro teachers feel that they will lost status in their Negro community and that they feel they will be overwhelmed in the white schools. Mr. Matthews said that Negro students do not want to go to desegregated schools. Mr. Louis McCoy said that the Dade Negro school people are affecting the Negro school people in other areas in Florida and are making them concerned about their jobs. Mr. McCoy felt that the way to solve this problem is to involve Negro educators more in committee work in which they can take part in a discussion of this problem. Also, Mr. McCoy said that the Negro teachers are afraid that white people are not sincere in their placement of Negro teachers in white schools.

Dr. W. Stanley Kruger felt that there must be forceful administrative action in order to have successful desegregation of faculties. Also, Dr. Kruger said that the teachers must have good supportive action in the form of inservice training, etc. and good follow-up. Dr. Hall felt that a teachers exchange as being planned in Broward County would be helpful.

Mrs. Boswell thought that someone not associated with the school system could talk with teachers who have worked in desegregated schools to find out their true reactions. In this way we could avoid the same mistakes being repeated.

Mr. Matthews asked for a series of all Negro conferences for Dade County Negro teachers with outside personnel instead of using Dade people "who are trying to sell something." Dr. John R. Beery felt that the emphasis of the Center's activities should be shifted to the desegregating of faculties. Dr. Herbert Wey suggested that someone outside of Dade County, not from the Consulting Center staff, come in for four or five days to work with the Dade County people.

Mark Adams presented information on his Secondary Drive-Ins. Dr. Hall suggested that Mr. Adams put in something on staff desegregation in his Secondary Drive-Ins. Dr. Corey suggested that under the Speakers Bureau section of the Drive-In program people should be told about small group programs as well as large group programs.

Dr. James Campbell said that we ought not spread ourselves thin this year, but concentrate on staff desegregation. Mark Adams felt that it is up to the people themselves to identify their own problems. Dr. McComb felt we must find out the underlying deep concerns of school people, write them out and answer them for people who might have to face these same problems in the near future.

Mr. J. Hartley Blackburn said that everyone must be aware of the fact that it isn't only the problem of school boards and administrators, but also the principals must be aware that they have a problem too and be particularly aware of it when they are selecting staff. Dr. Wey felt that we should observe where they have been successful in desegregation as in Mr. Bryan's county.

In reply to Dr. Campbell's question about upgrading teachers, Dr. Kruger said that this can be handled by MDTA conferences and funds. Furthermore, Dr. Kruger told about the Higher Education Act now in Congress which provides for scholarships for teachers who have been displaced by school desegregation.

After lunch Dr. Hall discussed the budget for the Center's seminars and institutes. Discussion followed about providing additional consultant help between these conferences, other than that of the Consulting Center's staff, and Dr. Kruger suggested that a request for additional money should be submitted together with information which would justify the need for this money - if there are things the Center wishes to do and cannot under the present budget. Dr. Kruger also advised that the Center should try to use U.S.O.E. funds for consultants who are already on the payroll of the U.S.O.E., thus saving the Center's funds.

Dr. Hall discussed the Superintendents Institute next. He asked the members of the Advisory Council to write down their comments on the form provided. Discussion of this Institute followed and it was felt by the majority of the group that the emphasis should be on curriculum but the topic of school design should be left in as related to curriculum. Dr. Kruger advised that under the topic "Staff Selection and Staff Desegregation" there had been two institutes on this at the University of Kentucky and Dr. Hall should call him about them. Dr. Campbell suggested that the State Department of Education people be involved in Topic IV., "Elementary and Secondary School Act."

Plans for the Curriculum Institute were then discussed. It was felt by the Advisory Council that it would be beneficial to have people at this Institute who had worked with the problem of curriculum in desegregated schools in this area and in other areas. Further, it was suggested that at this Institute the participants should be showed ways of individualizing instruction or teaching children how to work on their own. Dr. Wilson F. Wetzler told about students - both white and Negro - who are not able to do college level work and it was suggested that the subject of Junior Colleges be put on the agenda for the next Advisory Committee meeting. It was also suggested that the subject of guidance be included in one of the institutes.

November 15 was suggested for the next Advisory Council meeting. Meeting adjourned 3:00 P.M.

psk.9.28.65

ADVISORY COUNCIL MEETING - NOVEMBER 15, 1965

Meeting was called to order at 10:25 A.M. by Mr. J. Hartley Blackburn, acting chairman.

Dr. Hall discussed the revised budget for stipends and consultant fees for the Center. He told the Advisory Council that he now had authorization from Dr. W. Stanley Kruger to use extra travel money for stipends.

The Advisory Council read over the Consulting Center's monthly report to U.S.O.E. Dr. Wilson Wetzler asked about the Curriculum Cafeteria mentioned. Dr. Hugh Adams asked Dr. Hall to discuss the Technical Assistance Program of the State of Florida Department of Education. He stated that the TAP has money for advisors and consultants, and they have a list of consultants available from the different centers in the state. TAP concentrates largely on Title VI problems (compliance).

Mr. Blackburn asked how long Florida can use the "freedom of choice" plan in school desegregation. Dr. Hall advised that another set of guidelines would be forthcoming from the U. S. Office of Education in January. Louise Boswell stated that Dr. Kruger was at her Fort Pierce Conference and said that the U.S.O.E. is trying to decide whether to let the Court Orders stand alone or to insist on stronger compliance in the form of desegregation plans. 1967 is the completion date set up and there is speculation that steps beyond the minimum will be required after that. There might be pressure to eliminate one room schools. Another area of concern is de facto segregation; also, resegregation within schools as a result of ability grouping.

Mr. Ben Bryan asked if each county will have to show more desegregation in the future. Dr. Wey answered by saying that as long as a county keeps making progress the U.S.O.E. will not interfere. He further stated that as long as a county had its faculty desegregated in all schools, even if there were not students of both races, he did not believe there would be any trouble. Dr. Wey felt that the U.S.O.E. will work with school people who are trying to work out their problems.

Dr. Gilbert Porter brought up the question of moving good Negro teachers out of Negro schools. Dr. Hall said he talked to principals all over our twenty-three county area and they seemed to not find this a problem. Mr. Louis McCoy suggested that interns should be placed in schools across racial lines. Dr. Wey answered that this is being done this spring at the University of Miami. He further stated that teachers should be selected for desegregated schools and not be asked to volunteer.

Dr. Hall announced that the Glades County proposal which was written by staff of the Consulting Center had been funded. He also stated that the Center is working with other small counties to help them write proposals.

Mr. Blackburn asked that a conference be held in January after the new desegregation guidelines from U.S.O.E. come out. He wondered whether or not school board attorneys could be included in this conference along with superintendents and school board members. Dr. Porter particularly wanted the school board members to be included as he felt that too much responsibility has been put on superintendents in the past and that school board members should bear some of the responsibility. Mr. Bryan asked about a drive-in for school board members just like conferences we have had for school personnel.

Mr. Blackburn stated that he would like to see an institute set up based on two points: one, what is expected by the U.S.O.E. from school boards and two, what is our moral responsibility. Dr. Hall asked the group what their feelings were about this type of School Board Member-Superintendent Institute. Dr. Wey suggested that following a two day meeting with superintendents there be an invitation to superintendents and school board members to take part in an institute together. Mr. Geoffrey Birt felt that school boards are becoming concerned with Federal intervention in local matters. Mr. Blackburn felt that junior colleges should be covered by another institute. Mr. Blackburn summed up the feelings of the Advisory Council by stating that the Advisory Council is for an institute for superintendents and board members.

Dr. Adams asked if it would be possible to get a bulletin published about what is going on in Florida as to desegregation problems. Dr. Hall said that this is one of the reasons why he did not discuss next year's budget with the Advisory Council as he was looking into the cost of a newsletter for the Center. Dr. Hall discussed a meeting held in Sebring on November 10th with selected county leaders to discuss next year's budget. He stated that two points came out of the meeting; one, that school boards need to be better informed and two, that some communication is needed among counties perhaps in the form of a newsletter.

Mr. Blackburn then introduced Mrs. Boswell who discussed her Elementary Principal-Teacher Conferences. Mrs. Boswell asked the Advisory Council about following up these conferences with additional conferences in the spring. Dr. Harry McComb asked what happens when you put children from culturally different homes in classes together. Mrs. Boswell said that there is the biggest gap in the area of reading between these children. However, the children who are in the first grade after being in Project Headstart are keeping up well with white children. The others need pre-school activity. Dr. Wetzler asked how closely will the principals work with her now the conferences are over. Mrs. Boswell stated that hopefully she would be invited to the schools to follow up the conferences. Dr. Wey suggested that when a conference is over the participants should be asked to put on their registration cards when it would be best to visit the individual schools.

After lunch, Mr. Blackburn introduced Dr. Joseph Barton of the University of Miami School of Education faculty who presented a plan of operation for leadership training institute in advanced University study for teachers of newly desegregated schools. Dr. Hall asked if the members of the Advisory Council thought that this was too big of an undertaking for the Center or should it be submitted as a separate proposal to the U.S.O.E. Question was raised by Dr. McComb as to increasing the number of participants from sixty in order to give better coverage to the participating counties. Dr. S. M. Corey suggested that the participants be given some specific training during this institute so that they would be equipped to return to their counties and give these benefits to other teachers in their counties. Mr. Wes Matthews felt that these teachers should pursue this endeavor through some sort of institutes back in their counties. Getting back to the subject of number of participants in the proposed institute, Dr. Wey felt that we should start with sixty at first and if it works this summer, then expand the institute next summer to perhaps two hundred and fifty. He felt that it should be a pilot program this first time. Mr. Blackburn felt that the first year almost half of the counties would be reticent about sending participants, but might participate next year.

Mr. Matthews moved, "That the Advisory Council approve the idea as presented in this plan of operation entitled 'A Leadership Training Institute in Advanced University Study for Teachers of Newly Desegregated Schools' and recommend that the University of Miami make application for a special project to include approximately sixty enrollees for this coming summer as a pilot program." The motion was seconded and carried.

Mr. Blackburn then introduced Mark Adams who outlined the activities in the Secondary Drive-In Conferences, using slides and tape recordings to illustrate.

Mr. Matthews asked about a compilation of the problems occasioned by school desegregation. Dr. Hall answered that a doctoral dissertation is now underway by one of the doctoral candidates at the University of Miami which would make such a compilation. Mr. Matthews stated that this information would be of value to a superintendents conference. Dr. Corey wondered if some compilation could be made of school board members questions about desegregation.

It was agreed that January 27 and 28 would be the date for Superintendent and School Board Members Institute. Dr. Wey suggested 2:00 P.M. on afternoon of January 27th for the next Advisory Council meeting.

psk.11.29.65

South Florida School Desegregation Consulting Center

School of Education University of Miami

March 22, 1966

TO : Advisory Council

FROM : Harry O. Hall, Director

SUBJECT: Advisory Council Meeting Resume - March 2, 1966

The meeting opened at 1:10 P.M. Dr. Hall introduced a new member of the Advisory Council, Mr. Carl Hornsby, Superintendent of Hendry County, and welcomed him to the group.

Mark Adams, staff consultant, made a report of his activities to the Advisory Council. Discussion followed about staff and student desegregation. Dr. Hugh Adams felt that schools will play less of a role in desegregation than he thought a year ago. As an example of what he meant by this statement, Dr. Adams recommended an article by Woodring, Educational Editor of the Saturday Review, which dealt with problems metropolitan areas are experiencing not only with the exodus of white children to suburbs, but the concern of Negro parents that their children not be exposed to low socio-economic groups also.

Louise Boswell, staff consultant, reported her activities. During the discussion that followed, Dr. James T. Campbell asked how drive-in conferences were received by local county superintendents and systems. It was generally felt by the Advisory Council that these were well received because it was better for an outside group like the Consulting Center to sponsor desegregation programs than have their own systems or the State Department of Education conduct them due to political implications and lack of "know how" on the local level. Mrs. Boswell felt that by having bi-racial meetings teachers would have a chance to work with professional people of another race.

Mr. Hornsby commented on the excellent help the Center gave his county in taking his teachers to observe a bi-racial school in Sarasota, and by conducting a bi-racial meeting to study the problems in building a new desegregated elementary school.

Mrs. Boswell discussed the Broward County Teacher Exchange Program. Dr. Adams asked for the reactions from parents to this program. Dr. Gilbert Porter felt that the public's attitude about Negro teachers has many implications especially in the area of teacher competence.

The first edition of The Consultant, Consulting Center's newsletter, was passed out to the Advisory Council.

Carl Crawford, graduate assistant, reported the results of his interviews with Negro teachers who worked on desegregated staffs. Dr. Harry McComb suggested that the Center also interview white teachers who work on desegregated staffs in Broward County.

Dr. Hall explained the revised budget to the Advisory Council and gave each member a summary of the stipends spent so far. He then told the Advisory Council about the activities contemplated for the Center for the balance of the year.

There was discussion about Mr. Adams' proposed Athletic Conference for Sarasota County personnel. Dr. Campbell felt that if the Center's resources are strained, perhaps this would be one of the activities to be postponed. However, since this conference was still in the talking stage, Dr. McComb suggested that it would be up to the Sarasota County Board if such a conference was desired by them.

Dr. Wilson Wetzler suggested that any stipends remaining be used for follow-ups to the elementary and secondary drive-in conferences. Dr. Corey felt that the data which might be forthcoming from the follow-up conferences might be very important. Four elementary drive-in conferences were suggested. Mark Adams stated that he did not feel the necessity of follow-up conferences on the secondary level. Mr. Adams felt it would be better to use stipends remaining for individual consulting problems as they arose in the various counties.

Mr. West Matthews suggested that a service should be provided to help teachers adjust to desegregated staff situations. Mr. Blackburn summarized by saying the concensus of opinion is to use the stipends remaining to deal with the problems of staff desegregation. Dr. Campbell said that in speaking to superintendents all over the State the main concern seems to be with staff desegregation. Dr. Campbell suggested that the Superintendent of Little Rock, Arkansas would make a fine resource person in the area of staff desegregation.

Dr. Hall discussed the 1966-67 budget with the Advisory Council, showing that the emphasis has shifted from University centered projects to county centered functions. He then discussed the proposed Curriculum Institute. Mr. Matthews felt that a great deal could be offered in this area. He suggested that the Curriculum Institute should be conducted on a principal level. Mrs. Boswell suggested that principals attend at their own expense if the Center ran out of stipends. The Advisory Council decided to leave the decision on the Curriculum Institute up to the Director, Dr. Hall.

Dr. Hall described the program and activities planned for the Institute for Superintendents and School Board Members which followed the Advisory Council meeting.

Dr. Campbell raised the question of how the activities the Consulting Center has been conducting will merge into the regularly established program for improvement of instruction conducted by the State Department of Education. He felt that it is necessary to get together with the State instructional people and see if we should not be coordinating efforts. Dr. Hall offered to come to a meeting with these people in Tallahassee at any time.

Wednesday, April 20th, was set for the next Advisory Council meeting. Meeting was adjourned at 4:00 P.M.

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School of Education University of Miami

South Florida School Desegregation Consulting Center

RESUME OF ADVISORY COUNCIL MEETING - APRIL 20, 1966

Mr. J. Hartley Blackburn, Chairman, asked Dean John R. Beery to introduce Dr. Michael J. Stolee, the new Director of the Consulting Center effective July 1, 1966. Mr. Blackburn spoke for the Advisory Council in congratulating Dr. Harry O. Hall for the excellent job he did this year as Director. It was also announced that John Crittenden would replace Mrs. Boswell as staff consultant effective July 1, 1966.

The first item on the agenda was a report by Byron W. Curtis, part-time consultant, on the three Polk County Secondary Drive-In Conferences. Mr. Curtis stated that there were 409 participants in these conferences which included teachers, principals and county level personnel.

Carl Crawford, part-time consultant, reported on the Broward County Teacher Exchange Program. Mr. Crawford pointed out that the attitude of the principals in the participating schools had the most to do with the success of the program in the schools.

Dr. Hugh Adams discussed an exchange program which had been conducted in Charlotte County in which all the teachers worked in departments and in team teaching situations. He felt that in this manner the fears of the Negro teachers were eased and the teachers worked well together. It was feared that white parents would object to Negro teachers, but the only concern the parents have expressed to date is that the schools are located in predominantly Negro neighborhoods. He summarized by saying that there were few problems.

Mr. Matthews introduced Dr. Leonard Britton as his replacement on the Advisory Council for the coming year. Mr. Matthews requested additional help for Dade County in the area of faculty desegregation from the Consulting Center. Mr. Ben Bryan asked Mr. Matthews how he selected teachers for integrated schools. Mr. Matthews replied that he will try to team schools and combine the faculties so that teachers may work in the matched schools for a semester or so. Dr. Hall told of a school pairing plan which is being considered by Pinellas County consisting of joint faculty meetings, joint P.T.A. meetings, joint community projects and teacher exchanges.

Mr. Carl Hornsby asked why the Advisory Council was talking about teacher exchange projects for next year when the guidelines say there must be faculty desegregation this year. Dr. Harry McComb said that in Broward County they wanted the teacher exchange so that they could see what the reaction would be in different neighborhoods.

Mr. Birt asked whether or not the CTA could become more involved in a leadership role in staff desegregation. He felt that they have been reluctant to do so and expressed the wish that they should be contacted and asked to support staff desegregation. Dr. Hall said that perhaps it might be good to have a session planned by the Consulting Center in which the CTA would be involved.

Mark Adams, staff consultant, discussed the Broward County Home Economics Workshop which was designed to help Home Economics teachers with teaching in desegregated classes. Excellent evaluations were reported.

Mr. Adams also reported on an investigation of a race incident in Marathon. Dr. Hall pointed out that Dr. Campbell, Monroe County Superintendent, requested help and it is the first call of this nature that the Center has had.

Dr. Hall gave some details of work done in Palm Beach County which will result in the forming of a bi-racial council on education. Leaders from the Negro community and school officials will meet to discuss problems of desegregation.

Mr. Blackburn told the Council about the Area Conference on Staff Desegregation which was held in Bradenton. He felt that some of the administrators from the West Coast area gained much strength from this meeting. The participants were repeatedly reminded of the necessity to take a positive stand on desegregation issues.

Mr. Bryan told about a similar meeting held in Fort Pierce for East Coast administrators. He stated that participants were interested in each others progress in desegregation and they were all pleased with the conference. All the small counties represented at this conference felt that a teacher exchange program would be good for them.

Dr. James Campbell reported on a conference that he (and several Florida county superintendents) attended in Washington. The purpose of the meeting was to discuss desegregation problems with the U. S. Commissioner of Education. He stated that the Commissioner appeared to be willing to work with problems and gave constructive suggestions. The deadline for filing Form 441B was extended by the Commissioner to May 6, 1966. Dr. Campbell asked the Commissioner and his staff that counties who were trying hard but running into difficulty be able to present their problems with the hope of some leniency. He received assurance that counties who were making progress in desegregation of faculties and student bodies would be given every consideration. However, it was made clear that U.S.O.E. would not relent on the requirement for some faculty desegregation. Mr. Bryan also attended this meeting and pointed out that in the future representatives from the U. S. Office of Education will work through Dr. Campbell and the county superintendents before investigating any complaints. Mr. Blackburn asked Dr. Campbell when he thought there must be complete desegregation of faculties. Dr. Campbell replied that it is expected by 1967 but he feels that the U.S.O.E. will realize that it may take longer.

Mr. Louis McCoy asked the Council about the problem of white teachers in predominantly Negro schools and the break-down of discipline. He stated that Negro students are not used to as much freedom in the classroom and do not know how to react to it. It was generally agreed that teachers need some special assistance before they can work successfully in schools where they will represent a minority.

Dr. Adams asked that the Center supply superintendents with some reliable research data on abilities of white and Negro children in order to refute some irresponsible data that has been circulated. Dr. Campbell stated that this information might be helpful but educators must recognize that the important thing is that public education bear the responsibility to educate the individual whether he is slow or bright.

Dr. Hall told about the Curriculum Conference being planned for the Center and asked for the comments and suggestions from the Advisory Council. Mr. Matthews told about a panel of guidance people from Dade County who have worked in Negro schools with great success. The subject of teacher aides was suggested. Mr. Matthews also suggested trying to get someone for the conference who has compiled ideas for motivation. Mr. Blackburn suggested as a speaker Dr. Hal Lewis who spoke in Manatee County on the subject of "Class and Caste System." Dr. Wilson Wetzler suggested that information on the conference be circulated to the participants in plenty time so that they can bring their ideas along to help others as well as for the Center to provide consultants to help them. Mr. Matthews stated that Dade County would be glad to identify some things being done in their schools which might be of interest to the participants and that they would be welcome to visit these schools.

Mr. Blackburn summarized the feelings of the Advisory Council by saying that the group supported and approved the Curriculum Conference. The proposed dates for the conference were June 1, 2 and 3.

The next meeting of the Advisory Council will be held at 9:00 A.M., Thursday, August 4th. Meeting was adjourned at 12:10 P.M.

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SUMMARY OF BROWARD COUNTY TEACHER EXCHANGE PROGRAM

Sixteen Negro and sixteen white teachers from seventeen elementary schools in Broward County participated in an exchange program sponsored by the South Florida School Desegregation Consulting Center and planned co-operatively by the Center and Broward County school officials. Participating schools were selected from those whose principals indicated an interest in the program. In each of the predominantly Negro schools teachers were asked to volunteer to change classrooms with teachers in predominantly white schools. From these volunteers, principals selected, generally, two teachers from each faculty. Principals of the predominantly white schools then selected teachers of comparable grade levels from their staffs. Twenty-two of the thirty-two exchange teachers were from primary grades (1-3); the remaining ten were from upper elementary grades (4-6). Four of the teachers were men.

Participating teachers, principals and supervisory personnel selected by the county administrative staff met for a two-hour session on Friday, February 25, to plan, with Dr. Arnold B. Cheyney of the University of Miami staff, specific activities to be conducted during a four-day period when these teachers worked together in their respective classes. On Saturday, February 26, Dr. Fain A. Guthrie of the University of Alabama spoke to this group on the inter-relationship of perception, self concept and learning as applicable to teaching in bi-racial classrooms.

On Tuesday and Wednesday, March 1 and 2, the Negro teachers visited companion teachers in the classrooms of predominantly white schools. On Thursday and Friday, March 3 and 4, white teachers visited their companion Negro teachers. During these days the paired teachers taught together in team teaching efforts and the guest teacher had an opportunity to observe the children and procedures normally utilized in the host classroom. The classroom vacated by the guest teacher each day was staffed by a volunteer substitute from one of several women's civic organizations.

On Monday through Friday, March 7 through 11, these teachers exchanged classrooms. On Monday, March 14, teachers met for a three-hour evaluation session which was relatively unstructured and which allowed free expression of attitudes and experiences from the preceding week. During this session, teachers made suggestions which they believed would improve such a program.

REPORTS AND SUGGESTIONS

1. Many of the white teachers felt that they were given no choice of participating in the program. In an exchange program of this nature, it would probably be advisable to have all teachers volunteer instead of those of only one race.

2. The objectives established by the local system were not explained to the teachers prior to the actual exchange. Many teachers felt that they were engaged in an activity without knowing what they were expected to achieve. Teachers should be informed of the objectives and given specific indications of administrative expectations prior to the exchange.

3. Some principals informed parents that this program would take place. Others made no explanation. All schools should conform to a pre-determined local policy.

4. Some white parents objected to their children being in the classroom with a Negro teacher. At least four children did not attend school during the week Negro teachers were in predominantly white classrooms.

5. Generally speaking, Negro teachers reported this to be a pleasant and rewarding experience and many expressed a willingness to accept a permanent assignment in a predominantly white school. However, only one of the white teachers expressed willingness to accept a permanent assignment in a predominantly Negro school at the completion of the exchange program.

6. Some white teachers indicated that they had achieved a better understanding of Negro children as students and a greater appreciation of the difficulties experienced by Negro teachers in their classrooms.

7. All teachers felt that they were accepted by the students and by a majority of the teachers in the schools they visited. White teachers, though, were not as comfortable in the relationships with Negro administrators as Negro teachers seemed to be with white administrators. (This was a consistent response and I think deserves to be noted. I am not certain how to interpret this response).

8. Some white teachers felt that they should be paid an additional sum for participating in a project of this nature, stating that their workload was much heavier in the predominantly Negro school. This was not true of Negro teachers, though several objected to driving a greater distance from their homes to the predominantly white schools.

9. In one instance white teachers did not accept the Negro teacher in their school and, in fact, refused to converse with her or to provide even minimal assistance.

10. Teachers reported having learned a lot about their own strengths and weaknesses as a result of working with another teacher and stated that just being in a different school had given them new insights and ideas.

11. The response of older children (grades five and six) was reported to have been excellent. As a result of the teacher exchange, two sixth grades have arranged a joint field trip; two schools have arranged inter-school competition in basketball and softball.

12. Those teachers who had contacts with parents reported positive responses from the parents.

13. Several white teachers reported having felt isolated in the predominantly Negro schools and suggested that several teachers should be assigned together in future programs.

14. As a result of the exchange program, all first grade teachers in two of the exchange schools plan to visit each other. Such visits seem to be attractive to teachers and can provide positive experiences that might be expected to smooth the process of staff desegregation, even if exchange programs are not feasible.

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QUESTIONNAIRE SUMMARY

On the post evaluation questionnaire when asked: "What is your feeling now about a permanent assignment in a school predominantly of a race other than your own?", the following answers were given:

Negro teachers: 1 answered No.
6 answered Yes.
6 were undecided.

White teachers: 12 answered No.
3 were undecided.
0 answered Yes.

When asked to discuss problems encountered in the program the following were mentioned:

Negro administrators: 6 said that there were no problems
2 said that the visiting teachers were shy and reluctant to mingle with the other teachers.

White administrators: All mentioned a problem of some form or another.
3 mentioned discipline problems.
3 mentioned shyness of teachers which was connected with discipline problems and also reluctance to mingle with other teachers.
In one school one parent objected to the program and in another eight parents signed a complaint about the program.

In reply to any problems that were encountered during the program the following replies were given:

Negro teachers: 10 said that they had no problems.
3 said that they encountered discipline problems.

White teachers:
- 4 said that they had problems in communicating with the Negro students.
- 4 had discipline problems.
- 2 were concerned with health problems which they witnessed.
- 1 expressed concern because there was a lack of time for planning.
- 2 said that they were lonely away from their own race.
- 5 said that they had no problems.

DISCUSSION

It is difficult to attribute much validity to the questionnaire, especially since the number of responses is quite small, never-the-less certain implications might be drawn from the preceding data.

1. Negro teachers seem more willing to teach in white schools than white teachers in Negro schools.

2. Parents of white children were more prone to criticize and to object to the exchange program. Apparently there were no objections by Negro parents.

3. Negro administrators identified few, if any, problems while their visiting white teachers related numerous problems. Conversely, white administrators reported many problems, while their visiting Negro teachers stated they had no problems.

This inconsistency could mean that the white participants were free to criticize or perhaps be overcritical while the Negro participants were probably reluctant to speak out.

There are many possible causes for this but it seems certain that poor communications existed between the teachers and administrators of the opposite race.

4. Conspicuous by its absence was any criticism of teaching effectiveness for either the white or Negro teachers.

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